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ABSTRACT

Intended for persons working with handicapped and gifted students, the publication presents reviews, by professionals in their respective areas, of 56 books on various topics related to special education. Covered are such conditions of exceptionality as intellecually gifted, behavior problems, learning disabilities, auditory and visual disorders, mental retardation, social and cultural disadvantagement, autism, developmental disabilities, emotional disturbance, speech disorders, and dyslexia. Several areas of interest are included, such as open classrooms, behavior modification, childhood psychosis, adolescent psychiatry, counseling, sex education, early childhood education, parent training, school intervention, and music therapy. (IM)

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Media Reviews

Edited by

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Syracuse University

The Council for Exceptional Children

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Preface

Myth has the swan sing just prior to its demise. Well, this is written as I depart as book review editor of Exceptional Children and those who've heard me know that I can't sing very well (but I hum beautifully). So here it is: a last hum!

I reread my foreword to the 1973 volume of Selected Media Reviews, and must confess that the stuff sounds very weighty indeed. However, although we tried hard to be serious, fair, and--above all--honest, much of this work for me (and I suspect for most of our contributors) was sheer pleasure. Reading books, talking about them, and writing on them are lovely ways to engage one's time. Further, being responsible for putting reviews together is fun and satisfaction, and can give one the sense of mild creation.

But reviewing books has a completely sober and socially significant aspect. If "the medium is the message" was a popular slogan of the 1960's, it is no less relevant to say that the medium is the mass age of the 1970's. Knowledge is said to double in many areas every few years, and one tends to think that books on such knowledge far exceed the first geometric increase.

Special education is no exception. It is with the intention of helping people who work with the handicapped and gifted to cope with such an array of published works, that we have compiled these reviews.

Written by professionals in their respective areas, the reviews range in content from articulation theory to sexual identity crises, from token economy to Rorschach responses. Although the true writer doesn't need critics or others to judge him and his works--he does it himself--the forthrightness of the reviewers comments together with thoughtful summary cannot help but stimulate the reader's thoughts on the subject. And thinking--as well as helping--is what we really are about as educators.

Finally, to all of you who worked with me and contributed to these Media Reviews, to all who wrote the books for us to review, and to all who read the reviews--and the books--thank you very sincerely.

Burton Blatt, Centennial Professor
and Director, Division of Special
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Syracuse University,
Syracuse, New York

The ABC's of the Open Classroom.
Lesley P. Gingell. Homewood, Illinois: ETC Publications, 1973. 276 pp. $8.75
Hardcover.

According to the author, the purpose of this book is to attempt to "aid those fellow teachers who . . . wish to open up their classrooms a bit more . . . or even a whole lot" (p. 12). Toward that end, Gingell (a teacher herself) has given us a very personal account of her considerable experience in the British primary schools.

The book is divided into 15 chapters many of which focus on a single curriculum area such as language, environmental studies, discovery (science), math, art and crafts, music, and movement. Each subject is discussed in terms of purpose, methods, descriptions of specific projects, and the author's personal experience. Many of the chapters contain extensive examples of children's work, copies of teacher prepared materials, and photographs of groups of children engrossed in projects at school, performing in plays, or exploring community settings.

Immediately preceding the curriculum chapters are sections titled "The Child" (the author's view on children's needs and teachers' responsibilities to children), "The Teacher" (a discussion of teacher training in England), "The Place of the Individual in the Classroom and the School" and "Methods of Teaching Children in a Classroom Situation." This last chapter is really a general introduction to the content areas to come while the "Place of the Individual . . ." is a rather awkward combination of the intricacies, details, policies, guidelines, awards and honors, and the like, that constitute the English primary school system.

The real strength of this book is its personal quality. The author states her position in the introduction: "One thing of which I am quite sure is that there is no one way of teaching or learning" (p. ix). She confirms that position throughout the book by describing for her readers a variety of experiences that represent innumerable ways of teaching and learning effectively and pleasantly. For example, Gingell sees the open classroom as a series of human relationships, not a particular structural configuration; such concern for human growth and development permeates her book.

The weaknesses of this book may be found in what the author has not included. In comparison to the number of examples and amount of description, the brief focus on issues in open education seems almost nonexistent. For example, the only mention of problems in this book occurs in a one page discussion of discipline that makes classroom organization and cooperation seem much easier than it really is. The last chapter, "Some Final Reflections," is not quite two pages and left me wishing it were much longer and more complete. Even the first chapter, a fascinating description of the author's experience in an American school, seems much too brief and not nearly as comprehensive as it might have been.

As it stands, however, The ABC's of the Open Classroom is a useful and personal description of one teacher's efforts toward open education; it ought to be helpful to other teachers with similar interests.

Reviewed by: Steven J. Apter, Division of Special Education, Syracuse University,
Syracuse, New York.

Abnormal Children and Youth: Therapy and Research.
Anthony Davids. New York: John Wiley & Sons, 1972. 211 pp. $11.95 Hardcover.

Although the attempt to unite educators and psychologists in the common cause of exceptional children has been made repeatedly, the fruit of these efforts has been elusive. Teachers suspect the visiting clinician, while clinicians, in haste or in lack of appreciation of the school environment, frequently fail to communicate their findings effectively. Thus, an endeavor to bridge the gap between the two is welcome, particularly in a time of renewed efforts to integrate exceptional children into regular classes.

This volume offers educators an understanding of the process of psychopathological development, from both a preventive and a developmental point of view. By acquainting teachers with the role of ego functions in the learning of intellectual material, the author seeks to open the design of curricula and methods of teaching emotionally disturbed children to the contributions of the psychologist.

The psychologist author employs studies of children in a psychiatric hospital, a halfway house, and a summer remedial program for underachievers undertaken at Brown University. Various forms of treatment are used, ranging from intensive long term therapy to behavior modification programs. In each case, considerable discussion is devoted to the linkage of treatment and research, a component frequently missing from entries in research journals. The author articulates this relationship in two ways: he describes the progression from the statement of the question, through planning and implementation, to follow up; he also evaluates critically the effectiveness of the research efforts in determining the success of intervention strategy.

In recording the evolution of five projects of child assistance, Davids concerns himself with the working relationship between therapeutic or educational practice and research considerations. Each investigation is introduced with a comprehensive review of relevant literature in the field of emotional disturbance and ego development. The use of individual case studies serves to illustrate subtleties which underlie the more formal group studies, and the reader thus acquires a dynamic view of factors which might otherwise be seen as one dimensional.

Although the strengths of this volume are more salient than its failings, the latter tend to impede the author's objective of informing educators about psychological factors which impinge upon the learning process. It is not that the author does not relate his clinical findings to the broader issues of education; rather, it is that his assumptions and the language he speaks as a psychologist prevent the educator from entering into the thought processes he employs to arrive at his conclusions.

To work closely with one another, as Davids invites educators and psychologists to do, one needs to know both what the other selects as significant information and how he or she processes it in order to draw conclusions. Collaboration with a member of another profession which does not include this data is destined to some degree of failure. The mystery and threat of the other person remains; the individual can never be sure whether the other's decision making process is due to his style as a person or his professional right to a storehouse of technical and privileged information.

That this book is not entirely successful in issuing an invitation to educators to collaborate with psychologists is to be expected. Traditions built by two professions working separately in what is essentially a common cause will die slowly. If members of each profession heed this invitation, however, the basis will be laid for new and possibly more productive forms of collaboration.

Reviewed by: Jonathan Clark, Department of Special Education, School of Education
Boston University, Boston, Massachusetts.

Adolescent Psychiatry: Vol. II, Developmental and Clinical Studies.
Sherman C. Feinstein, Peter Giovacchini (Eds.). New York: Basic Books, 1973.
461 pp. $15.00 Hardcover.

Fifteen years ago the American Handbook of Psychiatry devoted 22 pages to the "Psychiatric Problems of Adolescence." In the ensuing decade the activities of many American youth were seen by their elders as a threat to the existing political, legal, economic, social, and educational arrangements -- even to the cultural foundations of the country. In the 1960's it also became increasingly difficult for the more senior members of the American polity to distinguish between their own sins, shortcomings, failures, and anxieties, and those of their children. The senior members attempted to master their fears and anxieties by taking actions, many of which were directed at the junior members of the polity; e.g., more laws and more orders and a new round of emotional and economic subsidies aimed at "winning back" or co-opting youth. Psychiatrists, true to their calling, renewed and broadened their interests in the development and psychopathology of the adolescent. Special treatment programs in psychiatric hospitals, clinics, offices, as well as in schools were mounted. These programs were accompanied by a flurry of investigations and speculations regarding troubled and "normal" adolescents. In this context of events, concerned psychiatrists, psychoanalysts, psychologists, social workers, and others created the American Society for Adolescent Psychiatry.

The book under consideration in this review is the second volume in a series of publications sponsored by that organization. The purpose of the series is to "extend the exploration of the integrated features of the adolescent processes as they continue their effects throughout the life span" (p. XIII). In this volume the editors place most of their emphasis on intrapsychic changes and their clinical implications. "...our viewpoint is primarily clinical, and whatever we learn from areas that go beyond the clinical has to be assessed in terms of how it helps us deal with patients" (p. XIII).

Forty-one writers contribute to 27 chapters arranged under the following titles: "General Considerations," "Sexuality in Adolescence," "Psychopathological Aspects of Stages of Adolescent Development," "Psychotherapy of Adolescence," and, "The Adolescent in the World." The quality of the chapters varies enormously. D. W. Winnocott's seven page essay on "Delinquency as a Sign of Hope," reprinted from the obscure *Prison Service Journal*, is superb. He observes, "Whenever conditions give a [delinquent] child a certain degree of new hope, then the antisocial tendency becomes a clinical feature and the child becomes difficult" (p. 366). He explains, "At the moment of hope the child reaches out and [senselessly] steals an object . . . *the child is looking for the capacity to find, not for an object*" (p. 366). "It is simply that on the whole the stealing relates to a deprivation that is earlier in terms of the child's emotional growth than the aggressive outburst" (p. 368). Again, he advises, ". . . it is no good asking a child who is aggressive in this way why he has broken the window any more than it is useful to ask a child who has stolen why he took money" (p. 368). The child must have an opportunity to talk with someone who is not engaged in group management and with whom he can develop a strong, trusting relationship which can withstand a reawakening and exploration of the original deprivation.

Winnocott's essay and Chapters 13-15 on character and the psychopathology of the adolescent are the most creative, well written, and helpful pages of *Adolescent Psychiatry: Vol. II.* Several other chapters are also acceptable as review articles or as sections of a textbook (i.e., those on masturbation, drug dependence, transsexualism, and character development). Several chapters are little more than fireside chats, and the last chapter, "Adolescence in Israel" often reads like a release from a travel agency.

The reader should not anticipate that the present volume is a comprehensive textbook of adolescent psychiatry. Almost without exception the contributors, most of whom are practioners and teachers, speak of the psychiatric problems of adolescence in the language of psychoanalysis and dynamic psychiatry. "Development" means psychological development and "clinical" signifies a variety of talking and listening techniques: the psychotherapies. Virtually no mention is made of the biological or sociohistorical determinants of character and pathology. Psychosomatic problems are not discussed. No mention is made of drug therapy nor are the techniques of behaviorists examined. None of the difficult problems related to money, involuntary treatment, and confidentiality which are entailed in the treatment of adolescents are addressed. Perhaps these topics as well as others will be discussed in future numbers of this series. The great strength of this book is that most of the contributors take their theoretical bearings from the important observations and theories regarding adolescents which grew out of clinical practice and which were set forth prior to 1960, in those decades in which the political, social, and economic climate made it easier to isolate and to reflect on those processes of maturation and those psychiatric problems which are peculiar to youth.

Throughout the text, the authors explore the vicissitudes of the adolescent's struggle to achieve a stable and realistic personal identity in the face of sexual maturation, renewed oedipal conflicts, demands for peer group conformity, a "loss of heart" which follows upon knowledge of the manifest moral shortcomings of the senior members of the polity, and the defensive strategies called identifications. There are chapters of Adolescent Psychiatry, Vol. II which will be of interest to any professional who wishes to understand more about adolescents and their remarkable difficulties in the modern era. This book, which ties theories to case studies, also reveals a good deal about the ideas and practices of the psychiatrists and psychoanalysts who endeavor to ameliorate the severe diseases which befall adolescents and which (quite understandably) arouse so much anxiety in their intimates and in members of the body politic.

Reviewed by: Robert W. Daly, Department of Psychiatry, College of Medicine,
S.U.N.Y., Upstate Medical Center, Syracuse, New York.

The Annual of Psychoanalysis. Volume I.
Editorial Committee, Chicago Institute for Psychoanalysis (Eds.). New York:
Quadrangle Books, 1973. 395 pp. $15.00 Hardcover.

This volume is the product of an eight member committee of the Chicago Psychoanalytic Institute, and is essentially intended for an audience of psychoanalysts. Since the selections display a technical focus and an assumption of similar technical background and clinical interests on the part of readers, the 22 papers vary widely in their interest to a general audience, especially those working with exceptional children. All of the contributions are well edited and clearly written albeit in the specialized language of psychoanalysis.

Some studies may interest individuals interested in the history of 20th century ideas. Several discussions on the role of Freud and psychoanalysis as part of modern philosophy connect the perspectives of depth psychology and the comprehension of man's destructiveness with the role of psychoanalytic thinking in shaping the cultural views of our society through theatre, literature, and the mass media. Such discussions are illustrated by citation of popular talk about "the unconscious," the "Oedipus complex," and the ways that slips of the tongue (relentlessly called "Freudian slips") can reveal hidden motivations. There are analytic studies of Oscar Wilde, some material on Freud's cultural background and literary interests.

Some very specialized papers on the training of psychoanalysts and the special relationships between the analytic patient on the couch and the psychoanalyst may seem like exotica to the general reader; however, they do pursue central themes in psychoanalysis. There is a determination to focus as scrupulously as possible on this method for studying the internal processes of individuals, emphasizing the nonrational and illogical and the nature of the emotional ties of these patients to their therapists (the analysis of transference). The relationship of such studies to the teaching and child therapy situation is, of course, theoretical or derivative.

However, several of the 23 authors have written on topics of interest to educators and psychologists. Pinchas Noy, in "Symbolism and Mental Representation," discusses the organizing processes of the mental apparatus in dealing with signs, symbols, and their representation within the mind. Schwartz has a paper on "Psychoanalytic Research in Attention and Learning:" he describes the efforts of the late psychologist, David Rapaport, to formulate problems in learning within the analytic framework. Rapaport began by stating that "conscious experience is finite and transitory; that the content of conscious experience is selectively determined by strategies of attention; that learning is facilitated by selective attention and repetition; ... learning, once completed, allows one to carry out a practiced task with little conscious effort." The issue of the energy consciously required to attend to learning is a characteristic focus for psychoanalytic investigation and the relations between measures of energy, entropy, and information theory are discussed, together with discussion of experiments wherein a computer is given two different messages to process at once (an analogy to the child's learning situation). Such material gives promise of clinical relevance and provides interesting parallels for a variety of studies of special need children.

Overall, this is a volume to be sampled, not eaten whole. Some of both the strengths and the weaknesses of current psychoanalysis are manifest in the great adulation of Freud shown throughout the work. Its single perspective presses as far as possible; at the same time, it tries to absorb new knowledge from other fields in an effort to encompass theories of institutional organization, methods of hospital administration, and prescriptions of treatment. In its consistently serious effort to balance classical psychoanalytic viewpoints with modern approaches, it epitomizes the struggles within psychoanalysis itself. The indexing is adequate, and it would be useful as a resource volume in the library of a training center. Note: although it is an annual, many of the papers date back 10 or 15 years.

Reviewed by: Norman R. Bernstein, Department of Psychiatry, Harvard Medical School, Cambridge, Massachusetts.

Articulation Therapy Through Play: A Multisensory Approach.
W. Formaad. Glen Ridge, N.J.: Exceptional Press, 1974. 128 pp $5.95
Paperback.

In this book, the author presents a method for using "planned play activities for articulation stimulation, discrimination, and improvement with kindergarten and primary grade children" (p. xii). Formaad develops this method in 128 pages which are subdivided into four chapters, plus an introduction and appendix. Throughout the book, he presents therapeutic considerations, observations, and suggestions regarding the use of play oriented activities for the improvement of children's speech misarticulations. The book seems to be primarily directed at practicing speech and language clinicians.

The book can be roughly divided into three parts: play as a basic human need (Chapter 1); play in speech development (Chapter 2); and instructions in the use of the play model in an early grammar school speech articulation program (Chapters 3 and 4). The third section, in which the author presents "the manual for articulation therapy through play" (p. 22), receives most of his attention and is an indication of the author's clinical creativity and experience. It is the part of the book which would probably receive the most attention from the speech and language clinician.

One of the book's strengths is the section in which the author makes suggestions for play oriented classroom speech articulation therapy (pp. 35-111). Presented in a "play model" frame of reference, these suggestions are given for 25 different American English consonants. All clinical suggestions or techniques are put into four progressive stages of sound learning: identification, discrimination, production, and followup. The practicing speech and language clinician will readily recognize these stages as ones used in traditional articulation therapy; however, in this case, because of the play oriented nature of Formaad's method, such stages are given a somewhat different perspective. This perspective provides a context in which the speech and language clinician may assess the usefulness or feasibility of a play model in relation to speech articulation therapy.

The book has certain weaknesses. One concerns Formaad's development of the play model and, in particular, the play model in relation to atypical speech and language development. Although basic to the purposes of the book, Formaad's coverage of this concept does not seem to be of sufficient strength and depth to persuade clinicians to drop what they are doing (behavior modification, for example), and seriously consider the play model approach to speech articulation therapy. Clinicians who wish to understand such notions as "play as a mechanism for development" (p. 1), might well consider other books that discuss the role of play in child-human development, e.g., Axline's Play Therapy, Chapter V.

A second weakness relates to the author's failure to discuss speech coarticulation, either the backward or forward variety, in his description of the blending and assimilation of speech units (pp. 32-33). Since it has been well established that speech coarticulation takes place in most supraglottal speech articulators, any book that attempts to deal with speech articulation also needs to deal with speech coarticulation. It would seem that Formaad's description of speech assimilation and blending does not meet this important need.

A third weakness relates to the organization of the Introduction and certain parts of Chapter 4. In both instances, Formaad uses serial lists of numerous concepts fundamental to the understanding of his basic intent. Such a format requires the reader to organize various concepts; but this organization, at least to the extent necessary at these points, is more properly the responsibility of the author.

A final weakness relates to the author's frequent suggestion that the speech clinician slightly separate and exaggerate the "sound for the day" from the rest of the word containing that sound. This procedure, as Formaad suggests, may aid the child in sound identification; however, when exposed to such a model, the small child may attempt to articulate speech sounds by exaggeration and separation. Any speech and language clinician who has seen children attempting to "correct" their "bad" speech sounds by exaggerated articulation (accompanied by inappropriate physical tension) will recognize the caution with which even slightly exaggerated speech articulation models should be used in the presence of small children.

In conclusion, Formaad describes procedures designed to incorporate play activities into classroom group or individual speech articulation therapy. In certain parts of the book, such procedures suggest "old wine in new bottles;" in other places, however, these procedures definitely reflect the author's therapeutic acumen and originality. In short, although it would be difficult to recommend this book unreservedly to all speech and language clinicians, those contemplating the use of the play model in the improvement of speech misarticulation should find this book useful.

Reviewed by: Edward G. Conture, Division of Special Education, Syracuse University, Syracuse, New York.

Auditory Perceptual Disorders: An Introduction.
David F. Barr, with a foreword by T. Walter Carlin. Springfield, Illinois: Charles C. Thomas, 1972. 67 pp. $6.95 Hardcover.

The stated purpose of this book is to "...present an introduction to theories and practice in auditory perceptual disorders." The intended readership includes physicians of several specialties, classroom teachers, and educational specialists including speech and hearing clinicians. Six chapters, a foreword, summary, and glossary describe aspects of auditory perceptual disorders including theories, etiologies, diagnosis, therapy, and classroom management. Five figures and four tables supplement the 55 or so pages of text.

The success of many books and especially introductory level books is often determined by the author's ability to present complex material simply rather than superficially, concisely rather than incompletely, and accurately rather than ambiguously. By attempting to cover the large and complicated topic of auditory perceptual disorders in such a small volume, the author may have substituted superficiality for simplicity, with some side effects of inaccuracy. The discussion of auditory localization serves as one example. The author states that any sound 50 microseconds out of phase should result in localization knowledge in the normal child (p. 20-21); auditory localization occurs at the medial geniculate bodies (p. 21); and sound localization depends upon the development of an egocentric locus (p. 21). It might have been more helpful to the reader if the parameters of auditory localization had been discussed in more detail; for example, many data indicate the importance of the superior olivary complex in auditory localization, and the importance of the psychological entities (ego) in sound localization has never been demonstrated.

In attempting to be concise, the author sometimes does not clearly differentiate theories, hypotheses, and speculation from established facts. For example, it is stated as fact rather than as speculation that "...breathing lead laden air from automobile emissions has added dramatically to the number of perceptually handicapped children..." (p. 19). Birth order and family size are stated to be of great importance in language development (p. 15) although this is currently the subject of much debate and study. In addition, abstract ideas are presented with too little detail. For example, "...to know oneself as an entity separate and unique from the environment is most truly achieved when one knows oneself as auditorily unique" (p. 23).

The forte of the book may be its organization. With proper supplementary material and guidance, the uninitiated could learn much about the difficult topic of auditory perception and its disorders.

Reviewed by: John H. Mills, Division of Special Education and Rehabilitation,
Syracuse University, Syracuse, New York.

Behavior Change -- Methodology, Concepts and Practice. Proceedings, International Conference on Behavior Modification.
Leo A. Hamerlynck, Lee C. Handy, and Eric J. Mash. Champaign, Illinois:
Research Press. 1973. $5.00 Paperback.

Special educators utilize behavioral modification as an applied technique for almost everything. We teach these powerful behavioral management procedures to undergraduate students, who in some instances will apply them in a purely technical manner. Many of these students will use these skills readily, and with little more consideration than in the initiation of reading instruction. The difficulty and the danger is that, as a profession, we are developing and employing some rather powerful intervention techniques. It is not enough to know how to use these techniques, but when to use them, and with what possible consequences. Behavior Change addresses all of these issues from one sensible standpoint: a review of the research data of three groups of researcher/practitioners from the University of Kansas, University of Oregon and Oregon Research Institute, and the State University of New York at Stony Brook. The book itself is a result of a series of conferences, held in Alberta, Canada, beginning in 1969.

The title Behavior Change -- Methodology, Concepts and Practice suggests, correctly, that three aspects of behavioral modification are examined (a thread of research runs throughout the text), even while it constantly addresses methodological and procedural issues. The first of the three distinct sections focuses almost entirely on design problems ranging from ethical issues to observational reliability, bias, and observation platform.

The second section is concerned with program application. The topics covered therein are counter control groups, changes in family member status, the development of a tutorial strategy in the home stressing behavioral management by parents with predelinquent youth, with a primary objective of avoiding institutionalization. A very interesting discussion concerns the importance of behavioral skills and controls vs. academic skills; its result is a documented report that both are necessary, and it carries a warning to the behavioral modifier that to ignore the necessity of academic achievement skills is a dangerous proposition.

The third section contains a frank discussion of the application of behavioral modifications with delinquent youth in a group home. The cost benefit factors and projected behavioral goal obtainments rate suggest that this type of program may be one of ultra high yield. Broader application of behavioral principles in unrestricted social milieu, e.g. families, is an apparent general theme.

This book is an excellent review of the research related issues in behavioral modification. It would be an outstanding central point volume for use in a graduate seminar, or as a supplemental update of current issues in a second graduate course on the application of behavioral modification. I found it an exciting and scholarly approach to some very old but confusing issues. I would recommend this text highly to any doctoral student about to embark on a dissertation in behavioral modification, or any serious practitioner, or any trainer of practitioners. Try it, you'll like it!

Reviewed by: David Sabatino, Department of Special Education, Northern Illinois University, DeKalb, Illinois.

Behavior Modification: A Practical Guide for Teachers.
James A. Poteet. Minneapolis: Burgess Publishing Company, 1973. $2.95
Paperback

There is a growing awareness that regular and special educators alike are beginning to look for brief, clear books which are directed at amplifying a single concept into usefulness. Poteet's Behavioral Modification is just such a slimline pocketbook.

It contains 93 very easy to read self instructional pages, filled with diagrams, "how to do it," and illustrative examples. It intermingles concepts, terms, concrete examples, and a review of research in a balance that encourages a beginner's reading, although it would be totally inappropriate for any teacher who has had a basic course in behavior modification. Poteet makes no pretense of talking to his peers, but doesn't talk down to his designated audience. Rather, he attempts a question and answer dialogue.

It is apparent, however, that Poteet is talking to experienced teachers, so I seriously doubt that the text is useful in preservice training. There are a dozen or so texts better suited to preservice audiences. It is excellent, on the other hand, for inservice teacher audiences, both for special educators who have not received specific preparation in behavior modification and for regular educators seeking to learn more about pupil management. It is ideal as a working collection for a special education resource teacher or for a school psychologist who is constantly asked for more detail or specific examples in behavior modification.

Criticisms: I find only three faults with this material. First, there is a gross injustice done to diagnostic-prescriptive teaching, treated in less than seven pages, in an unclear style which seems irrelevant to the rest of the book. Second, there is only a one page discussion of modeling, and nothing on performance contracts. Third, I believe greater attention should have been given to the evaluation of behavioral management techniques. Each time the author brings the subject up (supposedly devoting all of Chapter V to it), he quickly glosses over it and goes on to something else.

On balance, however, the book is a good response to a new audience -- the teaching practitioner -- and for that target audience, it is well done.

Reviewed by: David Sabatino, Department of Special Education, Northern Illinois University, DeKalb, Illinois.

Behavior Pathology of Childhood and Adolescence.
Sidney L. Copel (Ed.) New York: Basic Books, 1973. 492 pp. $15.00 Hardcover

I love nostalgia. When I recently saw a film clip of Esther Williams performing a 2 1/2 tucked somersault dive into a glorious pool of flames and flowers, I said, "Now, that's entertainment!" I had the same feeling of nostalgia after reading Behavior Pathology of Childhood and Adolescence. For many of us who were raised and quizzed on psychoanalytic theory, thinking, and techniques, it was refreshing to turn away from the present mechanistic and gushy humanistic theories of behavior. This book, by contrast, is like experiencing a class reunion in celebration of old time orthodox Freudian psychology. Words and phrases such as "derivatives of unconscious conflicts," "primary process," "mental infringement on semantic integrity," "intrapsychic impulses," "phallic oedipal behavioral disturbances," "sublimation of erotic wishes," "narcissistic fixation," and best of all "parentectomy" roll off the page with the precision and ease of sounds from a player piano.

If you have to turn to a medical dictionary or your local psychiatrist to understand this rhetoric, then it is time for you to expand your world. This book is your chance to enter the excitement and mysticism of the unconscious forces motivating everyday behavior. I guarantee you will not be converted, but you will leave a bit more confused and perhaps questioning of your objective views of learning, love, and life.

The tone of the book is set by Copel who indicates without embarrassment that psychoanalysis is not a cure for the social ills of our society. Psychoanalysis is a comprehensive theory pinpointing inner psychological experiences of supreme and unconscious forces as the main determinants of behavior. The mind is a dynamic complexity of psychological processes which defies any simplistic explanation. One's character is the constant selective interweaving of constitutional factors that both mold and are molded by psychosexual development. Enough of theory.

The book comprises 20 chapters written primarily by psychiatrists and including such topics as disturbances in development and childhood neurosis, drug addiction, suicide in children and adolescents, physically handicapped children, milieu therapy, and theoretical considerations of child psychotherapy. The majority of references are nestled in the 50's and early 60's, and thus give the chapters a solid historical perspective.

The most useful chapter and the one which educators need to know more about is "The Displaced Child: Problems of Adopted Child, Single-Parent Child, and Stepchild." Written by Luce, the chapter highlights the dynamic forces operating in these parent child relationships. Additionally, it provides enough excellent examples so that the reader may better understand what some of his exceptional pupils may bring into the classroom on Monday morning.

The book can best be used as resource text at the graduate level of training. Most important, it represents a fundamental theory of viewing the personality development of children. Although I happen to believe in this theory, I am concerned by the way it is here translated into educational strategies by clinicians. The purists are unable to recognize the importance of other significant variables operating in the classroom. Stennis' chapter, "Child Psychiatry in the School," for example, reflects this narrow view; his strategies are about as innovative and useful as a covered bridge in New England. While there is light at the end of the tunnel, it is still a constricted view. To make this approach viable, one must turn to the psychoeducational concepts for educational application.

Reviewed by: Nicholas J. Long. Hillcrest Children's Center, Washington, D.C.

Behaviour Problems in School: A Source Book of Readings.
Phillip Williams (Ed.). London: University of London Press, 1974. 250 pp.
1.75. Paperback.

The readings in this book deal with many facets of children's school-related behavior problems. The sections of the book are organized in a logical progression, beginning with an overview of the nature of these problems, proceeding to the identification and causes of maladjusted behavior, and ending with a series of papers on the various methods of treatment that may be employed. Each section contains a concise introduction by the editor, and four or five papers pertaining to the theme of the section.

The strength of this book seems to be in its attention to some of the traditional issues that have been raised by clinicians who work with children having difficulty in school. The papers are concerned with issues such as (a) definitions of maladjustment, (b) differential perceptions of children's behavior by various reference groups, (c) isolation of significant etiological factors, (d) treatment intervention modalities and (e) research methodology related to the understanding and treatment of behavior problems. Because the book does not deal intensively with any single aspect of this problem, and contains many relatively old readings, it appears that the book would be most suitable as a supplementary text for students in education courses, or as a background reference for researchers. The book is valuable as an historical overview but not as a source of innovative practical ideas for those who are knowledgeable in this field. One particularly interesting feature of this book is in its reporting of work done in British and American settings.

The major shortcoming of the book, from this reviewer's vantage point, is the relatively inadequate attention given to approaches that focus on modifying the school environment, in proportion to the concentration on changing the child's behavior. On page 130, Burt and Howard state that over a 20 year period they found that a "...complete and apparently permanent disappearance of every overt sign of maladjustment" occurred in greater than 65% of those cases in which a change of class or school was the only intervention utilized. Yet, with the exception of two articles on behavior modification in the classroom, there is no material that deals with changing the environmental conditions that foster maladjustment. With the increasing emphasis on training teachers to be more sensitive and effective in interpersonal relations, revising curriculum to reflect the social, emotional, cultural, and intellectual needs of children, and restructuring the school setting to promote more positive development for all children, it would seem appropriate to include readings directed at these issues and concerns. Otherwise, we are left with the same paradox that has plagued educators and clinicians for years: Our theories of development and pathology emphasize environmental influence, while our methods of intervention focus on changing the individual, without dealing with the environmental conditions that we have postulated as being so significant.

Reviewed by: Robert Cohen, Director, Institute for Community Development,
Syracuse, New York

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Being Different: The Autobiography of Jane Fry.
Robert Bogdan (Ed.). New York: John Wiley & Sons, 1974. 235 pp. $9.95
Hardcover.

This biographical account of "Jane Fry" which has been collected, compiled, and edited by Bogdan is a unique document; it should be read by anyone interested in deviance and society's responses to it. Sandwiched between an introduction intended to establish the legitimacy of using first person narratives as data in the social sciences and a concluding section designed to "debunk" the traditional conceptions of mental illness, is the "meat" of this book. It is the narrative of a high school dropout, Navy veteran, former resident of five psychiatric facilities, exhusband and father, who, although she possesses the organs of a man, dresses, lives as, and feels like, a woman.

Based upon tape recorded interviews, the story of Jane Fry is recounted with great sensitivity and poignancy; it is replete with the frustrations and humiliations encountered by those who defy mainstream social values and dare to be different. Of particular interest to Bogdan (and to this reviewer) are Fry's encounters with those high priests of the middle class -- the mental health professionals -- and her descriptions of life in their institutions. Fry's keen intelligence and articulateness make her narrative a valuable addition to the literature which repudiates psychiatric diagnosis and treatment. Moreover, it lends a personal dimension to such repudiation.

But herein lies this book's major weakness. Since personal documents are not the stuff of which convincing arguments are made (arguments that might persuade or at least trouble the proponents of "mental illness") then Jane Fry's story might be turned around by a reader who believes in existence of mental disorders to support his theories by pointing to the "sick" life-style and Fry's "paranoid" attitude toward psychiatric practices. Thus, unless the reader of this book is already aware of the social and political aspects of the labeling process, the impact of this narrative may be lost.

Although Bogdan proposes that the purpose of this sociological autobiography is to provide "a better understanding of society, its institutions, and those who pass through them," it may fall short of its mark. Readers must first be sensitized to the issues surrounding the "mental illness" controversy. This book, therefore, would be a fine supplement to the works of Goffman, Szasz, and the Braginskys, among others. Nonetheless, this highly readable portrait reminds us that the life history of a person is far more than a clinical case history and that, as Sarason points out in his foreword:

> "Hopefully, through Dr. Bogdan's efforts, we will see the life history accorded its rightful place as a productive social science technique" (p. viii).

Reviewed by: Dorothea D. Braginsky, Institute for Human Development, Fairfield University, Fairfield, Connecticut.

Beyond the Best Interests of the Child.
Joseph Goldstein, Anna Freud, and Albert J. Solnit. New York: Free Press,
1973. 100pp. text; 50 pp. notes. $7.95. Hardcover.

Three distinguished authors have combined their understandings of law and developmental psychology to discuss current legal practice regarding contested child placements, and in proposals for constructive change. The result is a small, pithy, and provocative.

The authors contend that most decisions in cases of contested child placements, defined as "all legislative, judicial, and executive decisions generally or specifically concerned with establishing, administering, or rearranging parent child relationships" (p. 5), give priority to adult needs and rights over child needs and rights. They point out that although decision makers may give priority to children's physical needs (as in cases of illness or abuse), they seldom attend to their emotional needs. Indeed, strong psychological bonds between children and those who have nurtured them over considerable periods of time--their psychological parents, if not their biological parents--are often disturbed or destroyed. In justifying such disruption, decision makers frequently assert that their decisions will serve "best interests of the child in the long run." The authors point out that this assumes an ability to predict certainly the most desirable of long range alternative futures for the child, and question whether this ability resides in the courts or in any other placement agencies.

The authors make no secret of their conviction that priority must be assigned to the child's needs for "continuity of relationships, surroundings, and environments" (p. 31) while guidelines are developed to effect change in the present situation. They postulate that courts and other agents of the state should intrude but minimally such as

into human relationships such as those between children and their psychological parents, and that child's present relationship with a psychological parent should not be disrupted in the name of the more abstract "rights" of a biological parent or relative.

As a more appropriate guiding concept for placements, the authors suggest the choice of that alternative which is least detrimental to the growth and development of the individual child. "The least detrimental alternative... is that specific placement and procedure for placement which maximizes, in accord with the child's sense of time and on the basis of short-term predictions given the limitations of knowledge, his or her opportunity for being wanted and for maintaining on a continuous basis a relationship with at least one adult who is or will become his psychological parent" (p. 53). Note here the stress on children's needs and understanding of their life situation. The authors illustrate these principles in the text through application to several judicial decisions, with attention to supporting precedent, and in a draft of a model child placement statute.

Given the current legislative and judicial activity seeking to promote the best interests of exceptional children by designing optimal environments for them, special educators will find themselves challenged to consider the application of a "least detrimental alternative" principle to cases where rights to education and "least restrictive placement" are also at issue. How can the possible benefits of moving an exceptional child to a less restrictive alternative placement be balanced against the possible disruption of the child's sense of continuity of relationships, surroundings, and environments? Given the limitations of human prediction, in what placement will the child have best chance of being not only accepted but wanted? What placement will provide the greatest positive emotional value for the child and for the adults among whom he lives?

Freud's generalizations from her work with displaced children in wartime England have undoubtedly been reinforced by more recent research on attachment and separation among humans. She and her co-authors challenge with clarity and force those among us who assume too easily that our manipulations of the psychological environments of children are inevitably constructive. At the same time, they offer general principles to guide us to the "least detrimental" choice when decisions must be made about children's presents and futures.

Reviewed by: Frank H. Wood, Professor, Special Education Programs, University of Minnesota, Minneapolis, Minnesota.

Child Rorschach Responses: Developmental Trends from 2 to 10 years.
L. B. Ames, R. W. Metraux, J. L. Rodell, and R. N. Walker. New York: Brunner/
Mazel, 1974. 321 pp. $12.50 Hardcover

When Child Rorschach Responses was originally published in 1952, it was part of a clinical world that relied heavily on the Rorschach test but had become aware of the lack of adequate normative data, especially for use of the test with children. The book, along with several others, emerged from the Gesell Institute of Child Development in New Haven, Connecticut and reflected Gesell's emphasis on maturation as a prime mover of development. Children were viewed as moving from predictable stage to stage as internal factors unfolded according to a preset scheme and time table.

Child Rorschach Responses, in both old and new editions, comprises a detailed description of Rorschach responses of 650 "normal" children between the ages of 2 and 10, with detailed descriptions and discussions of this data. Part One of the revised edition includes a careful description of the sample and of the scoring method and criteria, and a discussion of children's responses at each half-year- (between 2 and 6) or year- (between 6 and 10) level reflected in the major scoring dimensions: area of the blot used, determinants, and content. The second part of the book (the bulk of it) is made up of sample records from each age group, summary scores from that group, and a discussion of the characteristics of children of that age based on interpretations of their Rorschach responses. The last part of the book includes some data and discussion concerning longitudinal Rorschach responses (to contrast with the cross sectional material elicited from the main sample); some comparisons of the main sample's scores with scores from children of other samples, with the emphasis on socioeconomic status differences and their reflection in Rorschach scores; and a discussion of the use of the Rorschach to predict the later development of level of adaptation and of reading ability.

The major changes in the revised edition include the presentation of data from samples with variation in socioeconomic status, the longitudinal data on the fate of certain Rorschach responses and scores during the course of development of individual children, a revised discussion of "danger signs" in children's records, and a revised discussion of the meaning of the W (whole) response in children's records.

The strengths of the book lie in the care and thoughtfulness that went into the analyses and writeups of this material, as well as, of course, the wealth of normative data on the Rorschach test. Coming to the book as an academic clinical child psychologist who is wedded neither to Gesell's point of view nor to a heavy reliance on the Rorschach as a major diagnostic tool for various kinds of childhood psychopathology, I could nonetheless appreciate and respect the work by Ames et al. They provide enough details of what they did and how they thought about it to allow a clinician from other orientations to make use of their material. They also appear to be extremely skillful in eliciting "good, i.e., scorable Rorschach responses from even very young children.

One major limitation of the book stems from its place in the current intellectual and clinical climate. It was originally written and published at a time when internal factors were viewed as preeminent in influencing an individual's thoughts, feelings, and behavior. In that context, it was considered legitimate to take a very particular group of children -- chiefly upper middle class children living in a university community in the United States in the 1950's -- to study carefully their productions in response to Rorschach cards, and from that to draw broad conclusions about (all) children's responses to the Rorschach, and even more about (all) children's styles and personalities at different ages. That is, the assumption was that the regularities in development which appeared in the responses studied were reflective of intrinsic regularities of children's responses rather than possibly a reflection of the regularity and similarity of the lives of this particular group of children. Few in psychology at this time were concerned about the great number of children and adults in this country (to say nothing of other cultures), for whom these norms and these clinical methods might not be appropriate.

In this new edition of Child Rorschach Responses, Ames et al. are somewhat aware of this criticism and they respond by presenting data from three other samples, including an inner city group of black children. However, they deal with these data minimally, and do not in any way acknowledge or consider the broader question of the source of the regularity they describe.

The other important deficiency in the book stems from the lack of any statistical analyses of the changes in scores which occur at different age levels; it is difficult, therefore, to evaluate when genuine and important developmental shifts in various Rorschach scoring categories actually do occur.

If I were a clinician evaluating middle and upper middle class American children in a clinic context, I would rely on these data, even if my theoretical orientation were different from Ames et al. It is this population of clinicians, in my opinion, which is the primary audience for this book. In addition, it could be used as an adjunct text in the course on projective techniques and the assessment of children. It is not a basic Rorschach text, as the authors clearly state, nor is it a broad presentation and discussion of the use of the Rorschach in the assessment of children. (An alternative source of similar information is N. L. Ledwith's two volumes: Rorschach Responses of Elementary School Children: A Normative Study, Pittsburgh: University of Pittsburgh Press, 1959, and a Rorschach Study of Child Development, Pittsburgh: University of Pittsburgh Press, 1960.)

In sum, from my vantage point, the book is carefully and thoughtfully done, represents many hours of testing, scoring, and interpreting, and produces valuable data on Rorschach responses. I also feel that it represents a point of view which, though valid and valuable as any other at the time of the original publication, is one which the field has somewhat passed by in the ensuing 22 years.

Reviewed by: Frances Kaplan Grossman, Department of Psychology, Boston University, Boston, Massachusetts.

Child Studies Through Fantasy.
Rosalind Gould. New York: Quadrangle Books, 1973. 292 pp. $8.95. Hardcover. $2.95. Paperback.

This impressive book gives new insight into the fantasy behavior of children. Gould does a systematic study of expressed spontaneous fantasy of subjects in their tenderest years: 3, 4, and 5 years of age. These children were observed in their natural surroundings, an urban progressive nursery school, by trained classroom teachers, who wrote verbatim notes on the spontaneous fantasy conversations of the children's behavior. The author compiled the expressive fantasies, and then psychoanalyzed each child's personality characteristics and development, basing her study on the theoretical constructs of Freud and Piaget. The extensive clinical data cited from these two masters, provide Gould with an invaluable theoretical and procedural framework. Her emphasis on the significance of the thinking processes as well as the coping maneuvers of the individual child, allowing the reader to gain some insight into the dynamics of personality development as it relates to fantasy behavior.

Gould conceptualizes self-representations in fantasy play or dramatic play and relates how the normal child may reflect himself in role playing as good or bad, grown-up or babyish, aggressive, violent, or mild mannered. Some children do dramatized imitations of monsters, animals or other fictitious characterizations. Regardless of the form the fantasy takes, the study tries to answer the question as to why the child fantasizes the way he does. It also demonstrates how the affective-cognitive indicators interact with the inner processes causing fantasy expression, which, in turn, results in support or interference. The framework of personality is brought into focus as it is built by the earliest experiences a child has dealing with need, fulfillment, denial and modes of defense.

Child Studies Through Fantasy is a sequential study of the basis of moral development. When considering moral development, Dr. Gould defines superego constancy and relates the concept to the process by which fantasy formulations draw on a child's unconscious ego functions, eventuating in wish-fulfilling, acting-out behavior. The author, however, neglects to mention anything about the causes of sex role differences which were expressed in fantasy. Are sexual roles culturally bred into children by their parental upbringing? What causes the boys to sketch violent war pictures while the girls design sweet and gentle scenes? The author does not explicate this point.

Gould has been a pioneer in the field of psychology; she has made great strides in the study of the decisive role of play and fantasy. The author takes the reader from concrete examples to highly abstract explanations in an enlightening and thought-provoking manner. This informative volume is essential reading for those in the field of child psychology, child development, education, and all who are interested in modern work in the psychological aspects of fantasy. Moreover, the book presents a wealth of observational data, theoretical explanations, and provides many ideas for subsequent research.

Reviewed by: Francine Sanes Nagin. The New School for Social Research, New York City.

Childhood Psychosis: Initial Studies and New Insights.
Leopold Kanner. Washington, D.C.: V.H. Winston & Sons, 1973. 283 pp
$10.95 Hardcover.

The papers in this book have a chronological span of only three decades but they represent far more in terms of the depth and wisdom of Kanner's perceptions of childhood psychosis. The papers range from the classic presentation of case studies of 11 autistic children in 1943 to a 1973 followup study of children at the Linwood Children's Center in Maryland.

Kanner's original identification of the syndrome of early infantile autism remains essentially unchanged. Inability to relate to people and situations from the beginning of life, failure to adopt an anticipatory posture before being picked up, use of language for noncommunicative purposes, refusal of food, fear of noises and moving objects that disburb the child's aloneness, and an anxiously obsessive desire for maintaining sameness -- all these symptoms have been borne out, for the most part, as the salient features of autistic behavior. Thus the original paper together with a 1940 article on language and a 1949 article on nosology which constitute the first section of the book are noteworthy not only for their historical value but also for their continuing contribution to our present understanding of autism.

The papers of the 50's and 60's are primarily valuable for the inclusion of followup material on earlier studies of autism and Kanner's discussion of the whole area in terms of trends he sees that have occurred during this 20 year period. However, the first paper of the section, "A Conception of Wholes and Parts in Early Infantile Autism," is another classic work; no representative collection would be complete without this brief and clear description of further identifying characteristics of autistic behavior.

In "Notes on the Follow-Up Studies of Autistic Children" Kanner says, "In summary, the life histories of 42 autistic children at an average age of 14 years indicate that we deal with a distinct syndrome. . . " (p. 87), a statement he continues to support in his later work. He issues a plea for us to be aware of "the tendency to set up a pseudo-diagnostic wastebasket into which an assortment of heterogeneous conditions were thrown indiscriminately. Infantile autism was stuffed into this basket along with everything else" (p. 131). The integrity of the syndrome is maintained by Kanner both philosophically and clinically in these writings.

The concluding section of papers from the seventies at first appears somewhat disappointing, because the long awaited final answers to the problems of autism are not forthcoming. Three papers are concerned with follow-up studies of autistic children, and the other two present more of Kanner's perspectives on the overall area. In regard to the original 11 children from the 1943 study, Kanner notes again certain specific similarities: no significance in birth order, no specific health problems, behavior patterns markedly similar during the first four or five years of life, and a disproportionate ratio of boys to girls (8 to 3). As for current functioning of the group, major patterns are not easily discernible; Kanner states, "This 30 year follow-up has not indicated too much concrete progress from the time of the original report, beyond the refinement of diagnostic criteria" (p. 187).

Another study concerning social adaptation of nine autistic children indicated that all showed a remarkable change in their early to middle teens. They became aware of their peculiarities, and they began to make a conscious effort to do something about those peculiarities -- an effort which was instrumental in their adaptation. The final paper reports data on 34 children from the Linwood Children's Center in Maryland,

and the strongest conclusion Kanner presents from this material is that, "only a few have failed to demonstrate visible progress" (p. 283).

The data appear, then, to be largely inconclusive and perhaps this is what is disappointing. In retrospect, however, the very lack of final answers is a tribute to the clinical honesty of Kanner. At an earlier point in the book, in a most sensitive paper, "The Children Haven't Read Those Books," Kanner states:

> ...There has been a growing tendency to get away from sweeping, all-inclusive generalizations in search of compact behavioral patterns which could be observed, described, and ameliorated in terms of their unduplicated uniqueness. Theoretically if this could be pursued to its logical conclusion it would seem possible...to discard amorphous generalities...This could, indeed, be anticipated -- if the child patients had read all those books and articles which in the past few decades have so painstakingly set forth criteria for exact diagnostic formulations of specific syndromes and having read them, had endeavored to live up precisely to those criteria. (p. 145)

Kanner has "read those books" and written some of them, but he has resisted the temptation to fall into any neat diagnostic trap; he is imbued with a belief in the individuality of every child and in the necessity of avoiding simplistic solutions just because they may be easier to handle.

In this reviewer's opinion, the book has three major assets. First, it provides an historical perspective on the work of one of the most significant and influential child psychiatrists of our time. Second, the papers provide useful and specific information on infantile autism for the clinician, educator, and student. Finally, the ambiguities and unsolved problems together with the insights from Kanner's work give the reader a sense of the complexities of understanding any human behavior. Although frustrating, this is ultimately more productive for the children involved and for those of us who are attempting to work with such children.

Reviewed by: Louise LaFontaine, Department of Rehabilitation and Special Education, Northeastern University, Boston, Massachusetts.

The Children We See: An Observational Approach to Child Study.
Betty Rowen. New York: Holt, Rinehart and Winston, Inc., 1973. 321 pp $7.95
Hardcover.

In The Children We See Rowen addresses with considerable persuasion one of the most critical skills needed by the teacher, i.e., skill in the systematic and discipline observation of children. The text focuses on (a) how to observe, (b) what to observe, and (c) how to process the information obtained through observation in such ways as to improve teaching and thus the child's learning.

The author provides an excellent rationale for the application of observation techniques in diagnostic teaching. The teacher is the center of the child's learning environment and responsible for manipulating the interpersonal and physical environment for the child's benefit. Honest, straightforward consideration is given to the impact of the child's experiential background on learning.

In her discussion of observational techniques, Rowen reviews and exemplifies time sampling, analysis of anecdotal records, the establishment of observational criteria, interviewing techniques for application with children and parents, and other relevant topics. A practical analysis of art, music, drama, puppetry, creative writing, and the like, as media for obtaining diagnostic information about the child is provided. Rowen views standardized tests as diagnostic instruments which are beneficial if translatable into specific remedial interventions.

Although an overview of the stages of child development from infancy to the preteens is included, it is brief and sketchy. In less than one hundred pages, the author attempts to present and discuss the principles of child development -- an impossible task.

In the concluding section, Rowen applies observational and child development data to the problems of children. By means of the case study approach she discusses (a) environmental deprivation, (b) learning disabilities, (c) emotional disturbance, and (d) giftedness. However, Rowen states, "none of the children described... can be considered abnormal" (p. 205). These case studies are valuable for the regular class teacher or the student of child study but they lack sufficient depth to be of practical value to the teacher of exceptional children.

In conclusion, this reviewer was disappointed in the text, probably because he anticipated a work relevant to the education of exceptional children. Rowen does present a variety of practical examples of observational techniques, the stages of child development, and the problem of nonhandicapped children. The study activities in Chapters 7 through 10 are plentiful and worthwhile for the student of child study.

For the special educator, the book has limited application. Those wishing to use the information in this volume must be well versed in child development, the problems and characteristics of exceptional children, and a broad repertoire of remedial interventions before their efforts will be productive.

Reviewed by: Thomas M. Shea, Special Education Department, Southern Illinois University, Edwardsville, Illinois.

Children With Learning Problems: Reading in a Developmental Interaction Approach. Selma G. Sapir, and Ann C. Nitzburg. New York: Brunner/Mazel Publishers, 1973. $15.00 Hardcover.

Children With Learning Problems is a collection of readings intended for professionals in fields such as education, psychology, psychiatry, and social work who are interested in children who have learning disabilities. The editors are concerned that professionals from different fields tend to look at the learning disabled child from the perspective of their own profession without considering the impact of the learning problem on the child's total development. In discussing the purpose of the book, the editors maintain that it is not possible to separate learning problems from other areas of development. They suggest "that what is needed are 'child specialists' who understand therapeutic procedures within a framework of diagnostic teaching. The child specialist must understand the child's feelings as well as his thinking processes and also how to analyze a cognitive task, determine a child's learning style, and relate it to the child's personality and temperament."

The readings -- some typical for a book on learning disabilities and other somewhat unusual inclusions -- are organized into six groups. Part I, "Basic Approaches to Child Development," includes some material which may be considered unusual by readers who are familiar with the literature on learning disabilities. The readings in Part I were chosen to be representative of some of the major theories of normal child development and were included since the editors feel that any kind of deviance can only be understood as being in some way related to normal development. The writings of Gesell, Anna Freud, Erickson, Chomsky, Luria, Hebb, Werner, Kaplan, and Tuddenham on Piaget, classics in basic developmental psychology, constitute Part I.

It must be noted that the book is subtitled Readings in a Developmental-Interaction Approach. All the major theories of development are not represented, but the theorists included in Part I all support an interactionist view of development. Like the editors, these authors prefer to deal with the whole child rather than any one isolated aspect of his/her development.

Parts II through V of the book include fairly typical fare. Part II is "An Orientation to Learning Problems" and focuses on definitions and terminology problems. Part III, "Causation of Learning Disorders; Part IV, "Normal and Deviant Learning Patterns," and Part V, "Differential Diagnosis," are concerned with a variety of problems and methods in the diagnosis of learning disabilities. Part VI, "Treatment Methodology," is much too brief in relation to the rest of the book. There are almost 30 readings on the broad area of diagnosis. Only six readings on treatment are included, and none of them present methodologies unique to the treatment of learning disabilities.

The editors, Selma Sapir and Ann Nitzburg, are both faculty members at Bank Street College of Education. The essence of the book, the developmental-interaction approach, is explicated in the last selection by Edna Shapiro and Barbara Biber, also at Bank Street College of Education. This reading is "The Education of Young Children, A Developmental-Interaction Approach," and describes in detail the developmental-interaction viewpoint associated with Bank Street College of Education. This approach is sometimes referred to as the "whole child" or "maturational" approach. As described in the paper by Shapiro and Biber, the developmental-interaction approach emphasizes stages of development and concomitant growth in behavior patterns. An essential component of the approach is the interdependence of various developmental processes.

Given the role of the developmental-interaction approach as the unifying theme for this book, this reviewer wonders why a detailed account of the viewpoint is not given until page 682 of the slightly more than 700 pages in the book. The editors have provided an overview for each of the six parts of the book and have attempted to place the readings against the backdrop of the developmental-interaction approach. However, the central purpose of the book might have been better served if the Shapiro and Biber reading had been set apart from the others and given at the beginning of the book.

Reviewed by: Carol A. Cartwright, College of Education, The Pennsylvania State University, University Park, Pennsylvania.

Cultural Diversity and the Exceptional Child.

L. A. Bransford, L. Baca, and K. Lane (Eds.). Reston: The Council for Exceptional Children, (no date). 92 pp. $5.50 Paperback.

The purpose of this short paperback is to report the proceedings of an institute and conference held in Las Vegas in August 1973. The goal of the meeting was "to provide a constructive contribution to the quality of their [the culturally and/or linguistically different minority group children] education through the combined efforts of minority educators" (p. IV). It is assumed, therefore, that the goal of these proceedings is the same; i.e., to sensitize professionals to the problems of culturally and linguistically different children.

The book is divided into five sections. Section I is a paper by Gustavo Gonzalez, "Language, Culture, and Exceptional Children." This section sets the tone for the rest of the book by highlighting various aspects of language development, sociolinguistics, psycholinguistics, the linguistic aspects of tests, the anglocentricity of IQ tests, the role of language in community acceptance of children, and the influence of linguistic and racial stereotypes on the identification of the minority gifted. Most of what Gonzalez says in this section is repeated in various forms for different target groups in later sections of the book.

Section II, "Highlights of the Institute on Language and Culture," presents summaries of the individual language sessions of each of the four components -- Asian by Kitano, Black by Smallwood and Taylor, Indian by Kito and Lowe, and Spanish-speaking by Aragon and Marques. The Asian summary focuses on sociological and philosophical differences within Asian cultures; the Black summary focuses on Black English and different views of it; the Indian summary focuses on the interface between language and culture; the Spanish-speaking summary focuses on how the Spanish language itself reflects cultural differences.

Section III is a single paper by Juan Aragon, "Cultural Conflict and Cultural Diversity in Education." After presenting five criteria for culture, Aragon proceeds to demonstrate how American education -- teachers, syllabi, textbooks, and the like -- wittingly or unwittingly diminishes minority cultures.

Section IV, "Ethnic Perspective on Cultural Diversity," is a collection of six papers. Taylor presents an historical review of European attitudes toward the Black man, the impact of "talking movies," the cultural deprivation era, the emerging new era of cultural pluralism, and a discussion of test bias.

Sierra discusses the "Learning Style of the Mexican-American." She shows how the Mexican-American's absorption in the task at hand, reluctance to compete academically (having been reinforced for achievement through cooperation), strong family ties, and story-telling tradition have implications for techniques for instruction and for interesting children in school tasks.

Sata discusses Asian cultures. He emphasizes some differences among them and certain commonalities which lead to Asian American children being perceived as model students but still lead to conflicts with the dominant culture. He points out that these all lead to the promotion of rote learning, avoidance behavior in Asian children, and loss of their creative abilities.

Sando points out aspects of American education which alienate Indian children. He discusses three sources of conflict: time orientation, conforming to nature, and social withdrawal, as well as differences in learning style.

Chinn discusses the Asian American's search for identity, relying heavily on

Japanese and Chinese studies. He identifies three main personality patterns: the traditionalist, the "marginal man," and the "Asian American," and describes how each may lead to conflict with the dominant culture.

Rios draws a dismal picture of the education of the Puerto Rican in New York City.

Section V presents the findings of the preliminary evaluation of the institute and recommendations therefrom. The Appendix contains the evaluative questionnaires and a complete list of papers presented at the Conference.

In summary, the book achieves its goal of sensitizing readers to the possible sources of the conflict which minority group children may experience with schools. Most of the papers are excellent in this regard, but one wishes that there were a more liberal use of examples to illustrate many of the points. The reader will also note a great deal of repetition among the papers, especially between the institute summaries and the papers in Section IV. Since the papers concentrated on describing points of possible conflict and sources of problems for children rather than on solutions to those problems, they tended to deal with generalizations and not with specifics. Therefore those who are conversant with the literature which deals with a specific minority will be disappointed in those parts dealing with that minority; yet they may find seemingly more useful information relative to the others. Indeed, the Introduction leads one to expect an intensive discussion of language vis a vis each minority group. This is only partially achieved.

It was of some interest to this reviewer that every minority group pointed to the ill treatment of that group in our history texts and classes as a major source of alienation and as a prime example of American education's diminution of cultures different from the dominant. Obviously social studies educators would benefit from reading and studying this book.

One could criticize the book on the grounds that seldom is reference made to exceptional children. Yet it is evident that before the minority exceptional can be treated as a separate area of study the education of the minorities in this country must be improved.

This book just scratches the surface of cultural diversity and schooling. It should be useful for introductory reading for all teachers but must be supplemented by lectures and other reading. Used in conjunction with books like Hickerson's Education for Alienation and Hunter's Multi-cultural Education through Competency-Based Teacher Education, this book will have maximum impact. Used alone, its impact may be negligible. Indeed, one hopes other conferences and other volumes will follow to put flesh on the bare bones here presented.

Reviewed by: Oliver L. Hurley, Division for Exceptional Children, University of Georgia, Athens, Georgia.

Evaluation of Behavioral Programs in Community, Residential and School Settings.
P. O. Davidson, F. W. Clark, and L. A. Hamerlynck (Eds.). Champaign, Illinois:
Research Press, 1974. 448 pp. $6.50 Paperback.

There is an urgent need for innovative and scientific approaches to the problems of program evaluation in the broad field of human services; of equal importance is the dissemination of new methodologies to consumers as efficiently and rapidly as possible. The present volume fulfills both of these needs in an admirable fashion.

The fifth in a continuing series of publications sponsored by the Banff (Alberta, Canada) International Conferences on Behavior Modification, the book has as its central theme program evaluation in community, residential, and school settings. It is primarily intended for use as a text on program evaluation in colleges and universities and as a primary reference for program managers in human service settings. Teachers and specialists in the field of instructional design and development would also gain much useful information from the numerous concepts and examples presented.

The book consists of fifteen chapters written by authorities in the areas of education, economics, social welfare, psychology, and psychiatry. The diversity of content provides the reader with a variety of evaluation strategies demonstrated across a broad range of behavioral programs. Examples include design and analysis problems in program evaluation, considerations in the implementation of program evaluation, behavioral measurement in community mental health centers, and evaluation of programs for juvenile offenders and the aged.

There are three chapters of particular significance to workers in the areas of special education and rehabilitation. The first is Neenan's discussion of the benefit-cost analysis procedure. Neenan describes the technique and reviews its use in the evaluation of mental retardation programs in relation to Conley's comprehensive economic analysis of such programs.

A fascinating chapter which workers in residential facilities will find particularly useful is Cataldo and Risley's evaluation system of living environments within institutions for the retarded. From their research and observations of institutions and programs for the retarded, the authors have developed procedures for providing a Description of Resident Activity. These procedures consist of three measures: (1) A Stimulation measure which provides information on what the residents are experiencing; (2) An Interaction measure which provides information on what the residents are doing; and (3) An Activity measure which provides information on the participation of the residents in organized activities.

These measures are then used as an assessment hierarchy in which the activity measure is employed first. Those environments with extremely low scores are then assessed with the interaction measure. If scores remain low, the stimulation measure is used. Thus, the type of measure used as well as the level of behavior provides an index of the quality of the environment.

A third chapter of interest to special educators deals with cost efficiency and effectiveness in the early detection and improvement of learning abilities. In their paper, Pennypacker, Koenig and Seaver initially examine the history, then proceed to describe the major components of the behavioral measurement system known as the Standard Behavior Chart. They illustrate the applicability of this system by considering its use in the evaluation of a program designed to identify and remediate learning disorders in children.

In summary, this book has several outstanding features. It contains numerous concepts and ideas which can be applied directly in a variety of settings. The concepts presented are for the most part firmly documented by existing social, psychological, and educational research. The thrust of the entire volume is toward the scientific treatment of program evaluation in lieu of the traditional descriptive approaches of the past. A major strength is the sequential arrangement of the book in that design and analysis issues are initially considered, followed by excellent examples of program evaluations including local programs, regional approaches, and national perspectives. Furthermore, most chapters contain clear examples of concepts and procedures discussed as well as comprehensive summaries of content.

One minor fault with the book is the editors' failure to include a single article concerned with strategies for evaluating public school programs which are integrating handicapped children into the regular educational mainstream. Although Mercer and others caution against premature evaluation of such programs, it is nevertheless important that ideas be generated and evaluative methods proposed in the near future. Thus, when the need arises, the probability of the validity of integration programs being clearly demonstrated in terms of financial economy, psychosocial development and academic competence will be significantly increased, if solid foundations are now laid within the spirit of scientific inquiry.

There is also a semantic fault which is fortunately limited to only a few chapters in the book. In these chapters, the authors consistently use the dehumanizing term "retardate" in reference to mentally retarded persons. This term is still quite common in the more technical and experimentally based journals concerned with mental retardation research. There is no need to use this archaic term in our professional vocabulary when more humane terms can easily be substituted in its place. In our zeal to study mentally retarded "subjects" and to report the findings of experimental research, we sometimes forget that the retarded are first and foremost individual persons of character and dignity who are entitled to be characterized in positive and humane terms.

Aside from these few limitations, this is a truly outstanding book. There is a tremendous amount of useful information within its covers and it is strongly recommended for anyone concerned with the evaluation of programs in the field of human services.

Reviewed by: Carl E. Muehlberger, Regional Education Center, Syracuse, New York.

Experimental Psychology of Mental Retardation.
Donald K. Routh (Ed.). Chicago: Aldine, 1973. $10.50 Hardcover.

According to the editor, "This book is addressed to the topic of 'What can experimental psychological research contribute to our understanding of the retarded child's difficulties in a learning situation?'" The book is actually a collection of eight papers presented at a symposium at the University of Iowa in May, 1970. The authors of the various papers are, for the most part, well known persons who have spent some years working in the psychology of the retarded. Although the book displays the editing problems associated with the transcription of live presentations into printed format and discontinuity from varying author styles, such problems do not detract from an otherwise lucid presentation of the current status and future trends of the various speakers' research interests.

In his paper, N. O'Connor explores the thesis that the learning problems of the retarded are attributable to specific disabilities (especially in language) in addition to an overall generalized intellectual disability. Leonard and Susan Ross review classical conditioning and intellectual deficit. David Zeaman in his paper, "One Programmatic Approach to Retardation" describes 15 years of work leading toward the development of a theory of retardate discriminative learning.

A fascinating account of man's capacity for information processing is provided by Spitz in his paper titled, "The Channel Capacity of Educable Retardates." Norman Milgram stresses the differences between cognition and language and presents a case for cognitive training for the retarded. Edward Zigler asserts that "...any cognitive theory cannot be a complete theory of the behavior of the retarded." He reviews his and others work in rigidity, social deprivation and motivation, expectancies, institutionalization and personality, and other factors related to behavior of the retarded.

Speaking as a special educator, I find that this book suffers from the same malady which afflicts similar books with a context of psychology. In my judgment, the book does not truly address the problem of how to help a retarded child cope with a learning situation. I would find it difficult to recommend the book for use in a conventional teacher education program, especially at the undergraduate or master's level. The book seems to be designed almost exclusively for researchers. Assuming that audience, however, the book is well done and is a significant contribution to the literature. While the book stops short of providing information that can be applied directly in the classroom, it is strong in information which can be used for further laboratory and perhaps field research dealing with learning problems of the retarded. The book is especially appealing to researchers or interested persons who are not fully aware of the work of the persons represented here. Each of eight papers presented at the symposium are at once an historical review of the researchers' work, a statement of current findings and, in most cases, a preview of work yet to be done.

Reviewed by: G. Phillip Cartwright, Department of Special Education, The Pennsylvania State University, University Park, Pennsylvania.

The First Review of Special Education. Volumes 1 and 2.
Lester Mann and David A. Sabatino (Eds.) Philadelphia: Journal of Special Education Press, 1973. 605 pp. Hardcover.

In the early portion of the 1960's various information retrieval systems were introduced as means by which special educators could attempt to cope with the "literature explosion" that has beset all scientific endeavor. Periodic reviews of selected topics within related fields have been another approach by which special educators can evaluate accomplishments, identify deficiencies, and indicate future directions of inquiry.

As the title indicates, this is the first of what is intended to be a periodic assessment of, primarily, the educational management of handicapped, socio-culturally disadvantaged, learning disabled, and gifted children. It is this reviewer's opinion that the editors should not limit their future content to "children" as such life functions as recreation and vocational success, to name a few, may be unintentionally excluded.

It is a difficult task for two editors to select and coordinate 23 authors in a two-volume work that emphasizes theory, research, and application in the area of education and training of exceptional individuals. Mann and Sabatino admit that the work necessarily had to concentrate on current and definitive issues in special education at the expense of comprehensiveness. Volume One features research on such topics as diagnostic-prescriptive teaching and language behavior of the mentally retarded. Volume Two is intended to underscore research applications in various topics such as specific reading retardation and the effect of research upon educational practices. Although certain chapters, such as reading research and administration in special education, transverse the field of exceptionality, there is only a minimal amount of discussion related to the deaf, blind, gifted, speech and physically disabled. Given these omissions, one questions the inclusion of a chapter on special education in Eastern Europe as a ranking topic for review in this first issue.

The reader should note that some of the chapters have companions in other sources of literature. For example, the topics of behavior modification, role of litigation, and intelligence testing of ethnic minorities have attracted the attention of numerous authors and editors. Mann and Sabatino direct the reader's attention to the fact that all reviews were completed by August, 1972 so that one would be advised to place these chapters into a larger research context.

As one would expect in a work of this sort, some chapters read more easily than others depending upon the complexity of the subject matter under review and one's interest. For example, the chapters on instructional programs for the trainable retarded and on perceptual-cognitive styles had a particular appeal for this reviewer, since they included the teacher as an active element in discussion and related the application of research to the instructional process.

Several authors have obviously attempted to assist the reader by summarizing as much information as possible in graphic presentations and tables. This is especially helpful in the two extensive chapters that centered on research with the Illinois Test of Psycholinguistic Abilities and the singular reviews of the Frostig Visual Perception Test and auditory perception.

Since special education must draw from many social and physical sciences, it appears to move in several directions simultaneously, and with various speeds. This is important to understand in approaching The First Review of Special

Education since it is heavy with observations that may dishearten the unwary reader. Yet if The Review is to be a periodic, "organic thing" as envisioned by Mann and Sabatino, then it must contain the continual growth struggles of a field that is thriving at the same time it is critically called to task.

There is little doubt in this reviewer's mind that the editors have launched a vehicle which, if continued, will provide still another stone in the foundation of information from which we draw answers to the basic questions: Who, what, and how to teach, and finally, how well is it taught?

Reviewed by: Charles Kokaska

Growing Up In Garden Court.
Lois B. Murphy. New York: Child Welfare League of America, 1974. 282 pp
$4.95 Paperback.

In Growing Up In Garden Court, Lois Barclay Murphy has given us a clear, moving, and significant account of the philosophy and program of a unit of The Children's Hospital at the Menninger Clinic. The 10 children in residence here are latency age boys and girls with severe emotional problems and, in some instances, with neurological difficulties related to brain damage. Handicapped as they are, they are among the chosen children of our handicapped child population in that they have the good fortune to be in a setting where they can receive a kind of optimum treatment and care directly related to their very great need. Certainly this has implications for all children with special needs including the need for special education.

Dr. Murphy describes the Garden Court children, the depth of their hurt and disturbance, and the sensitive, differential treatment plan that is developed for each of them. She writes of a large and gifted staff, of the complexity of the service they offer, of the demands, the stresses, and the supports they experience. She creates for the reader a sense of the infinite care which goes into the meshing of multiple skills drawn from child care workers, social workers, teachers, and psychiatrists; she conveys a sense of the creative force and talent that go to make up such a fabric of treatment. What is of particular help to the practitioner is a definition of the contribution of each discipline, and of the mutual respect and trust with which they work together. There is a noteworthy emphasis on the role of the child care worker and the teacher; the child care worker logs, and the detailed teacher observations and interactions are of special value.

Dr. Murphy quotes Morris Mayer, another authority in the field of residential treatment who has defined the qualities which a child care worker must bring to his task. "Such caring personnel should be honest, just, incorruptible, consistent, indistructible, and always available" (p. 31). Certainly these qualities are those one would also wish to find in the teachers. Dr. Murphy adds her unique stamp to this concept when she comments "Within the limits of human frailty, these personal qualities are typical of our staff" (p. 31).

Perhaps a major contribution of Dr. Murphy's book is the continual recognition she displays of some of the human limitations with which not only the children but also the staff struggle. For instance, she observes what seems like stubbornness in a child is often his/her way of dealing with confusion and anxiety. Of the child care workers she observes that they, like parents, are often filled with conflicting feelings about their relationship with the children under their care. Of the teachers, she notes the degree to which their resourcefulness, insight, skill, and patience are often taxed. She comments that Garden Court is the place where individual development is consistently being encouraged and fostered not only for the children but for each person on the staff. There is recognition of all that is involved in maintaining good communication among the many members of the treatment team. There are vignettes prepared by psychiatrists of a number of children, and a review of normal child development and of the dimensions of childhood emotional disturbances. All of these components make the book a valuable contribution to those who work with troubled and handicapped children.

One is moved and inspired by this account of a maximum service to deeply disturbed children. Inevitably, though, this book poses questions for the practitioner, teachers, parents, agencies, administrators, and for communities. What makes it possible to achieve a creative and inspired commitment to this level of care? How can such a level of service or a reasonable facsimile thereof be made more generally available? How can one bridge the gap between this and the kind of marginal and inadequate residential care described by David Gil in his report "Institutions for Children"? * What are the qualities of leadership that make it possible? What are the institutional supports that must be built? What are the financial realities? The fact that Dr. Murphy does not address herself to these issues is in no way a reflection on the significance of her thoughtful and excellent book.

Reviewed by: Julia Starr, Associate Director, Belleaire Jewish Children's Bureau,
Cleveland, Ohio.

*Available in: Children and Decent People, Alvin L. Schorr (Ed.), New York:
Basic Books, 1974.

Guidelines for Planning a Training Course on Human Sexuality and the Retarded.
Winifred Kempton. Philadelphia: Planned Parenthood Association of Southeastern Pennsylvania, 1973. 132 pp.

The author should be commended for her compelling interest in such a controversial and uncharted field as the place of sexuality in the development of retarded people. In general, the orientation in the not too distant past has had the flavor of a crusade against any expression of retarded people's sexual impulses. With increasing efforts toward normalization and community integration, the orientation is beginning to change to one in which retarded people are considered to have the right to develop human relationships, including sexual expression.

Cognizant of the need to develop sex education programs for the retarded, the author's attempt to organize instruction is indeed noteworthy. The book offers a flexible open ended guide not only to the relatively unsophisticated professional who is assuming the responsibility for planning and organizing a training program in sexuality but also to those professionals, paraprofessionals, or laymen who will be implementing these plans.

The book is presented in the form of a course outline divided into eight sections covering such areas as desensitization, attitudes toward sexuality, the parent role, and current issues involving marriage, parenthood, birth control, and sterilization. Each section includes suggestions to stimulate discussions by raising pertinent questions and by role playing techniques. This is followed by a list of resource material and a bibliography. The author emphasizes that sessions should be followed by questionnaires which will evaluate the knowledge gained as well as the effectiveness of a particular session. She also attempts to anticipate some of the difficulties and pitfalls that may arise when an agency undertakes a sex education program.

Although the book is readable and informative, it cannot stand alone as a text. The need is apparent for supplemental works which will delineate more specifically the content of a sex education program and techniques of presenting subject matter as well as the qualifications required of the individual who will lead such a program. Obviously not all professionals are eligible to work in this area; classroom teachers, nurses, or physical education specialists are as likely as any other person to have their "hangups" in sexual matters and do not necessarily make good sex educators.

There are a few minor criticisms that this reviewer should voice. The book presents a questionnaire that retarded students are expected to answer. However, it presupposes reading facility and comprehension beyond the abilities of many retarded individuals. It also suggests reading materials for them that are likely to be too difficult.

Nevertheless, neither of these limitations lowers the value of the book substantially. In general, the author has presented the basic information for developing a sex education program in a format which should be readily appreciated by those involved in the field of mental retardation.

Reviewed by: Murry Morgenstern, Psychology Department, Mental Retardation Institute, New York Medical College, Valhalla, New York.

Handicapped English: The Language of the Socially Disadvantaged.
John Nist. Springfield, Illinois: Charles C Thomas, 1974. 283 pp. $12.95
Hardcover.

This is an eclectic, scholarly text which borrows selectively from the specialized areas of American literature, anthropology, economics, English literature, philosophy, psychology, psycho-education, rhetoric, semantics, sociolinguistics, sociology, social work, and speech pathology. The author stresses the position that "mass psychological murder" is being committed upon millions of language defective children and adults whose perceptions of the world are inhibited and distorted by the restrictive logical and referential boundaries of the dialects they speak.

In the first six chapters Nist introduces specialized and unnecessarily erudite terminology while establishing his position that the linguistic environment in which a child is raised largely determines his ability to cope, survive, and succeed. A certain uneven literary quality pervades the earlier chapters, with sub-sections of a given chapter varying in style from academically pedantic vocabulary and sentence structure to highly colloquial. Some of the quoted excerpts from letters received by a department of Public Welfare are both delightful and poignant, but there is a tendency to use too many examples of dialect derived from fictional works by Sinclair Lewis and John Steinbeck. There are many diagrams which do not clearly convey the message intended, yet this is an impressive, extensively footnoted, scholarly work which draws heavily upon modern sociolinguistic theory and research to establish preventive and habilitative rationales and methodology.

Chapter Seven, entitled "Pretensions at Pedagogy," is alone worth the price of the book. In this lucid chapter Nist lists 15 "rules" for the classroom teacher who wishes to establish optimal learning environments and procedures for language deficient children. He gives specific suggestions for determining whether to use direct or indirect methods of teaching oral and written language, and provides a 10-step overall lesson plan for general language training. His approach to the teaching of reading, although couched in modern linguistic terminology, is similar to classical systems for teaching English to foreign students and for teaching basic language to the hearing-impaired and brain-damaged.

For whom is this frustrating but fascinating text intended? Instructors of speech and language development and linguistics courses will find excellent illustrative material and thorough reviews of linguistic trends which they may abstract for lecture purposes. This would be a good reference work for advanced courses. The first few chapters might frighten the typical undergraduate student of speech and language development or linguistics because Nist explains simple linguistic concepts in terminology which presupposes a moderately high level of sophistication. The last chapter might easily be assigned to students in language arts and reading courses. The entire book should be read by school administrators and curriculum directors of elementary school systems serving children with bilingual and dialectal difficulties.

Reviewed by: Mitchell R. Burkowsky, Department of Speech Pathology and Audiology,
State University of New York College at Fredonia, Fredonia, New York.

History and Theory of Early Childhood Education.
Braun and Esther P. Edwards. Worthington, Ohio: Charles A. Jones Publishing Company, 1972. $9.95. Hardcover.

This book, co-authored by Samuel J. Braun (Cambridge-Somerville Mental Health and Retardation Center) and the late Esther P. Edwards (Tufts University) was completed by the former after the accidental death of the latter. One wonders, especially in reading the theory portions, how the book might have been different had this accident not occurred.

Historically important personages, periods, and movements are featured in the first half of the book. The personages include Plato, Aristotle, Luther, Erasmus, Comenius, Locke, Rousseau, Pestalozzi, Froebel, Montessori, McMillan (Margaret) and Eliot(Abigail). The periods and movements include United States colonial education, industrial revolution, progressive movement, Israeli education, child care in the United States during World War II, and contributions from the Yale Guidance Clinic. In many instances, excerpts from the writings of the persons cited and extensive quotations regarding the significant movements are inserted into the text. Some of the inclusions are not those customarily cited and are therefore particularly valuable.

The emphasis of the second half of the book is presumably upon theory of early childhood education although the organizational rationale or criteria for inclusion of materials are far from clear. For example, "competence theory" as formulated by Robert White is highlighted in the title of one chapter. What the theory is and just how it is illustrated in the text remains unclear to the reader, and thus the impact it might have had were the ideas more fully delineated is not realized.

Another chapter on "Stimulation in Early Education" consists almost totally of the writings of persons other than the authors. Side by side in this chapter, with little author interpolation, are the detailed accounts by Skeels and Dye of their findings on the effects of contrasting stimulation levels in institutional settings; a synthesis of research by Bloom; another by Hunt; some reports on selected intervention programs and their results by Hunt; and a practical guide for parents on teaching children with learning disabilities in the natural settings of the home by Golick. All of these have value as a handy compendium for the sophisticated reader but for a person not already well informed in these areas, would likely have far less meaning.

A chapter on "Approaches to Learning" also lacks connections and interpretations. Reinforcement theory is discussed in a few paragraphs and illustrated with an extended article by Harris on the use of social reinforcement in a preschool and a few paragraphs about Bereiter and Engelmann. Without transition, explanation, or contrast, Piaget's ideas are then quickly presented and an extensive description of a Piagetian curriculum by Kamii presented. Next, a quick mention of Erikson and a selection by Biber are followed by a mention of open education and a selection by Prescott on the transition into open education at a private school in Cambridge, Massachusetts. Most readers would probably be confused in trying to find the rationale for these presentations. If one has elsewhere learned about these views of child growth, development, and programing, however, the readings are valuable acquisitions. But even for the reader with ample background from which independently to draw comparisons and form evaluations of the diverse views, there is still the desire to know why the authors selected these particular writings to place side by side and to what extent they consider them to be complementary and/or contrasting or competitive approaches. One wishes in vain; the final word is not theirs, but Urie Bronfenbrenner's on "Who Cares for

America's Children?"

There is also an appendix of excellent historical and current pieces by McMillan, Frank, Hymes, Morgan, and Caldwell. These are valuable to have but, again, one is left puzzled over why they are considered differently from the pieces that were incorporated into the text and why they were selected rather than other possible alternatives.

If the book veered any further in the direction of inclusion of materials written by others than its authors, it would be a book of readings - an edited rather than an authored work. Sometimes the authors' presentations are only loosely related to the quoted material and sometimes their text is difficult to find, interspersed as it is amongst the writings of others.

Nevertheless, despite the lack of organization and the inadequacy of development of ideas and issues, the book is valuable as a reference source for a professional concerned about educational programs for young children. Its extensive and varied inclusion of original sources, some of which are not easily available elsewhere, prove its greatest asset.

Reviewed by: Margaret Lay, Syracuse University, Syracuse, New York.

An Introduction to Counseling: A Handbook.
George D. Demos and Bruce Grant. Los Angeles: Western Psychological Services, 1973. 123 pp $7.50 Paperback.

Professional helping persons with little formal training in counseling may find this book a useful addition to their libraries. Although directed toward the guidance counselor who practices in the public schools, it provides a relatively broad, though often superficial, overview of basic information about the "art" and "science" of counselor functioning and the counseling process which could serve as a reasonable starting point for the traditionally educated neophyte. The need for graduate training is stressed and informational knowledge is emphasized; this is not a book for the non-professional or paraprofessional helper.

While there seems to be no standard definition of "handbook" (and the authors offer none of their own), one generally expects a comprehensive reference with an emphasis on organization and documentation and a balanced presentation of materials arranged for ease of access. This book is too short to be truly comprehensive, the chapters and topical discussions are often quite lean, and except for a large page, double column format, there seems to have been no special attempt to organize and present the materials for easy reference. On the positive side, numerous references and suggested additional readings are offered at the end of each chapter and special effort is made to point out what the authors feel would be particularly useful or exemplary sources.

The book is divided into five parts. Part I, "Bases of Counseling," includes examinations of the philosophy, ethics, and evaluation of counseling. An excellent chapter on "Counseling and Psychotherapy" provides the reader with a genuine sense of the frustration (futility?) of defining and differentiating these terms. Part II, "Functions of the Counselor," includes sections on counseling, the counseling record, referrals, research and creativity, and professional and community organization and services. A chapter on "Group Guidance" offered "with trepidation," elaborates on the authors' admittedly controversial proposition that there are only two fundamental situations in which the group might be more effective than the one to one relationship: orientation and group interaction. Part III, "The Art of Counseling," offers (would you believe?) seventeen techniques of counseling including the "brief reply" as exemplified by such responses as: "Certainly," "perhaps," "no," "I see," "yes" and "oh" (wow!). Part IV, "The Science of Counseling," focuses on environmental information, educational counseling, career counseling, personal social counseling and a section on the "Tools of Counseling" which, while defined broadly, focuses exclusively on standardized tests. Part V, "The Preparation of the Counselor," outlines an innovative pre-counseling undergraduate curriculum in liberal education; a two year graduate program for counseling generalists; and a three year graduate program for counseling specialists.

In spite of an irritating number of printing and typographical errors, the book is very readable and the authors' style refreshing and personal. Special educators may find the focus on the public schools particularly useful even though the authors almost totally neglect the subject of counseling with special populations (rehabilitation counseling is not even mentioned among the authors' list of typical occupational titles of people who do counseling). There are enough departures from the standard fare of introductory texts to hold the interest of the practicing counselor although he is likely to be disappointed if he is looking for that comprehensive desk reference which "Handbook" might imply.

Reviewed by: Lawrence B. Feinberg, Rehabilitation Counselor Education, Syracuse University, Syracuse, New York.

Isn't It Time He Outgrew This? or, A Training Program for Parents of Retarded Children.
V. L. Baldwin, H. D. Fredricks, and G. Brodsky (Eds.). Springfield, Illinois: Charles C. Thomas, 1973. 209 pp $8.95 Hardcover.

The "terminology gap" between professionals working with disabled individuals and the parents of these individuals is often so great that communication efforts break down entirely. As a result, knowledge gained after extensive research, field testing, and evaluation is confined to professional journals, and remains unavailable or, in most instances, unintelligible to the lay public.

Behavior modification techniques, currently in vogue in clinical settings, are a prime example. The fact that behavior modification techniques do work is often not enough to overcome the parents' fear of the technical vocabulary describing attainable results. The authors of this book present behavior modification in a style that is understandable to parents, and what is more important, they demonstrate how parents, with or without professional guidance, can use behavior modification techniques.

For practical purposes, the text may be divided into two sections. The first six chapters are devoted to an overview of the learning situation, behavior, the factors that influence behavior, and the consequences of behavior. Thus, this portion of the text is devoted to clearing up the mysteries surrounding behavior modification; it is beneficial not only to parents of a disabled child but also to the professional worker who only wants a general understanding of behavior modification.

Before the application of behavior techniques to specific problems is reached, chapters are devoted to behavior problems and how to keep a record of the child's progress while the parent utilizes the behavior changing techniques. With an understanding of the first six chapters, the parent is ready to put theory into practice.

The heart of the book -- and therefore of most interest to most parents -- is instruction in the specific application of behavior modification techniques to the daily problems they face. In a lucid, step by step manner, the authors deal with toilet training, feeding, dressing, daily hygiene, language, motor skills, and academics. Each of these areas is presented in a manner which allows the parent to analyze the behavior area applicable to his situation and to break the problem down systematically into manageable portions until desired results are achieved. Since a chapter is devoted to each problem area often encountered by parents, the presentation permits a parent to read only those chapters relevant to his family, if he so wishes.

Some programs are dealt with in specific detail: for example, teaching a child to brush his teeth requires 26 to 29 steps which the authors set down. The detail, however, is not cumbersome enough to trap the parent in one program, forgetting that the same procedures from one problem area can be applied to another area.

While the contents of the book are primarily addressed to the parents of a young or a severely disabled child, the last chapter is devoted to initiating a token system for the preadolescent and adolescent. Following the format described above, the authors systematically lay out a method by which a parent can establish a token system within the home to modify undesirable behavior. A thorough study of this chapter will enable the parent to do something about behavior areas thought previously to be uncorrectable.

All in all, the text may be considered "light" by the professional working in a clinical setting. But for parents, the book presents practical solutions to typical behavior problems encountered with the handicapped child. The best utilization of the book is as a supplement to a parental training program conducted by professionals in the health field.

Reviewed by: G. Thomas Graf, Atlanta Association for Retarded Children, Inc., Decatur, Georgia.

Learning Problems in the Classroom.
Marianne Frostig and Phyllis Maslow. New York: Grune & Stratton, 1973.
353 pp. $11.75 Hardcover.

This book was written to serve as a textbook and as a handbook for classroom use. Many suggestions for teaching are offered, with particular reference to children with learning disabilities. The numerous cited references and suggestions for further reading at the end of each chapter enhance to book's value.

The book is divided into five parts. Part I deals very briefly with causes of learning difficulties. Included in Part II are chapters on applications of neurophysiological theories, behavior modification, Bruner's humanistic point of view, and psychoanalytic thought. The three chapters in Part III deal with child development, evaluation, and programing. Part IV consists of five chapters covering movement education, visual perception, auditory perception, developing language abilities, and higher cognitive functions. Three chapters in Part V treat the teaching of beginning mathematics, reading, and handwriting.

Probably Part IV is the outstanding portion of the book. The rationale for movement education and training in visual perception is given, and suggested activities and exercises are presented in detail. The chapter on auditory perception is not of sufficient depth to be of value to the specialist in this field but the suggested activities (with reasons for their use) and the discussion of problems which the teacher may encounter make the chapter worth reading. In the chapter entitled "Developing Language Abilities," a linguist may question definitions of such terms as "phoneme," "phonetics," and "phonics." It is doubtful whether the reader not knowledgeable about phonetics will gain an accurate concept of phoneme from reading this chapter. However, the greatest value in the chapter lies in the examples of transformational grammar and the excellent outline of training procedures based on the ITPA.

There are some weaknesses in the chapter "Behavior Modification." Operant conditioning is introduced as a method, rather than as a theory or explantion of how the individual learns. Possibly the classroom teacher reading this chapter would have gained a more accurate concept if the basic principles of the theory had been presented with applications for classroom use. In several instances the term "elicited response" is used when perhaps "emitted" or "evoked response" would be more accurate. This suggests a possible misunderstanding of certain of Skinner's formulations which may also be reflected in the chapter "Developing Language Abilities." Here it is stated that "Skinner (1957) and his followers have stated that language is acquired through feedback, the approval and disapproval of the adult" (p. 223). Unfortunately, this statement is not precisely documented. The reader is not referred to a specific page of Skinner's Verbal Behavior. Despite these weaknesses, the suggested guidelines for applying operant conditioning theory are worth reading.

As a textbook, the student would be wise to take a careful and critical look at certain of the concepts presented. Liberal use should be made of the cited references. As a handbook of practical teaching suggestions, the book has much merit. The classroom teacher can hardly be expected to be expert in each of a large number of disciplines, and therefore the book's wide range of guidelines should be of genuine value to the teacher.

Reviewed by: George Linn, Ventura County Schools, Ventura, California.

Let Our Children Go: An Organizing Manual for Advocates and Parents.
Douglas Biklen. Syracuse, New York: Human Policy Press, 1974. 144 pp.
$3.50 Paperback.

This is not just another legal manual, but a well written, easy to read, step by step guide to "move mountains" -- the first "how to do it" advocacy manual that is written for parents. It explains how we parents can guarantee the human rights of our children with disabilities and it helps us to understand what must be done without feeling a necessity for militancy. Most importantly, it points out that we are not alone in our struggles.

Let Our Children Go identifies issues and feelings, and provides practical action guidelines. This is the first time that a publication treats seriously topics for parents such as knowing himself, building alliances, recognizing those who resist change (including what they say and why they say it). It further exposes "buck passing," blaming the parent, blaming the child, and "the expert knows best."

If this book were read by every parent of a deaf child and all of them took appropriate action, quality education for all of our children would be guaranteed. Parents have moved mountains to create a better educational setting for their child but with the advice of Let Our Children Go, who knows what would move? It's great; it's timely; and it's long overdue!

Reviewed by: Mary Ann Locke, International Association of Parents of the Deaf,
Silver Spring, Maryland.

The Meaning of Blindness.
Michael E. Monbeck. Bloomington: Indiana University Press, 1973. 214 pp.
$6.95 Hardcover.

The Meaning of Blindness is, in essence, a comprehensive review of the literature on attitude formation. Its ultimate message is that all who know and work with people who are blind must continuously attempt to understand the basis of both their own and public attitudes toward blindness. The physical and symbolic meanings of blindness, usually buried in the unconscious, are not readily recognized by individuals nor appreciably influenced by public education. Monbeck implies, however, that it may be possible to differentiate between attitudes toward blindness and attitudes toward people who are blind, and that this differentiation may affect the way blind people are viewed and treated.

Present and past attitudes toward blindness and blind people, the psychosocial origins of attitudes toward blindness and blind people, the mythological or archetypal meaning of blindness, and attitude change are reviewed. The author supplies clarifying comments and examples but does not attempt to persuade the reader to any position except one of openness in exploring the basis of his/her own attitudes. This is not a book to be read quickly. For maximum effect, the reader must stop now and then to assess the extent to which his own attitudes are based on the historical, psychosocial, or psychoanalytical citations. A strength of the book, then, is that it provokes the reader to think about his attitudes and his relationships with blind people. It is in addition a valuable source book for further reading. It should be noted that those who are uncomfortable with Jung's archetype concept may see the extensive references to it in the book as a weakness. However, this does not diminish the value of the book as a stimulant to productive thinking about attitudes toward blindness, blind people, and to a degree, therefore, about all handicapped people.

Reviewed by: Ferne K. Roberts, Program in Special Education, Hunter College,
CCNY, New York, New York.

Mental Retardation and Developmental Disabilities: An Annual Review. Volume VI. Joseph Wortis (Ed.). New York: Brunner/Mazel, 1974. 305 pp. $12.50. Hardcover.

This is a wide spectrum book, the contents of which vary considerably in subject matter and quality. After an introduction by the editor that castigates government for neglecting problems relating to human welfare as well as academia for being oriented too much to research and not enough to service. 12 chapters are presented that range across the professional landscape from "Developmental Biochemistry" to "Employment."

On the biomedical end of the spectrum, there are two highly technical, but well written chapters on "Congenital Malformations: Hydrocephaly" (Dignan and Warkany) and the aforementioned "Developmental Biochemistry" (Himwich and Agrawal). On the behavioral and social sciences end (the more noteworthy chapters in the sense that some interesting review material and recent theoretical formulations are presented) are "Sociology" (Farber), "Education" (Gallagher), "Sexual Behavior" (Hall), and "Language" (Schiefelbusch).

Although somewhat lacking in focus, the author of "Sociology" discourses eruditely over a variety of extremely interesting issues such as defining mental retardation as a social category, the role of the family environment in transmitting intellectual behavior, sociolinguistics, and forces leading toward a reduction in the mentally retarded population.

"Education" reviews, in a readable style, current issues and trends in special education for the mentally retarded. Mentioned among such issues are the influence of litigation on special education services; behavior shaping programs, particularly with the severely retarded; contract systems; and early intervention programs.

The chapter on sexual behavior is a valuable addition to the literature on the sexual development and adjustment of mentally retarded individuals. This well organized paper integrates topics such as sterilization, sexual expression, performance in marriage and child care, and contraception.

After reviewing some definitional issues in the language, speech, and communication of the mentally retarded, the chapter on language presents interesting material on assessment, research on inappropriate language, and some of the more recent findings on language training for the mentally retarded.

The mid-spectrum chapters are "Genetics and Intelligence" (Anderson) and "Clinical Aspects" (Kirman). The former is a highly competent review of such issues as heritability estimates in the determination of intelligence and gene environment interactions. It suffers only because there has been so much of this subject in recent literature that the reader is inevitably forced into a *déja vu* experience. The latter chapter is readable and informative but for a short selection, ranges breathlessly over too much territory. It goes from the need for improved consulting services for the mentally handicapped and their families, to visible chromosome anomalies, to epilepsy, to social factors in the production of mental retardation.

Somewhat less rigorous in approach, but of interest to particular students and practitioners, are the chapters, "U.S. Federal Funds: A Policy Study" (Braddock), "Physical Education and Sport", (Hayden), "Employment" (Posner), and "The Voluntary Association on the International Scene" (Dybwad).

In the main, the editor has brought together some interesting and valuable material, primarily in the area of mental retardation. Although it continues a tradition established by earlier volumes in the series, the coverage is too broad for one book. It would be more useful to the average reader if the annual volumes were devoted to a more circumscribed set of topics, not necessarily within any one particular discipline but certainly not extending over the extremes of content presented here.

Neither is this reviewer entirely convinced of the value of the "Chronicle: 1972-1973" (Soloyanis and Yoder) and the "Calendar: 1974" (Soloyanis and Yoder), that appear at the end of the volume. The chronicle may have some usefulness as a pocket guide to historians but is uneven in terms of the significance of its items. Moreover, calendars by definition have very short-lived interest value, this particular one seems more appropriately placed on the back cover of a journal than in a hardcover book of this type.

Reviewed by: Leonard S. Blackman, Department of Special Education, Teachers College, Columbia University, New York.

The Mentally Retarded Child and His Family.
Harold D. Love. Springfield, Illinois: Charles C Thomas, 1973. $5.95
Paperback.

The cover of The Mentally Retarded Child and His Family correctly points out that its subject is currently one of the most widely discussed topics not only in education but widely discussed in many disciplines. The author points out that the text is appropriate for parents, parents to be, teachers, and other professionals. Certainly, the table of contents suggests that the author is making a frontal assault on some of the major issues confronting those involved with the retarded child. The chapters relating to "Adjustment of Parents of Mentally Retarded Children" and "Parental Advice" will whet the reader's appetite.

As the reader proceeds beyond the front flap he soon comes to sense, however, that the book is a series of one liners and that not much real information is provided in any depth. If parents are to become "...better equipped to handle problems and to recognize and cope with their retarded children," it is unlikely to happen from reading such comments as "Where does one go in your area for a thorough medical and psychological evaluation?" Numerous statements of that sort and "Are the diagnostic facilities available adequate for the needs of your community?" may only suggest to the reader that his questions and concerns regarding retardation are being met with a rephrasing of those questions by the author. Of the forty lines of print in the section on "Habilitation" (pp. 67-68) very few deal with the subject in a useful way. When the section on "Habilitation" is reached again in a later portion of the book a sense of exasperation is again felt as the reader is asked "Once a child has been diagnosed as retarded, what services are available to him and his parents?" then told that "...there are over 400 state and private residential institutions and homes for the retarded in the

United States."

Indeed, the reader may come to wonder if the book is addressed really to the parents of the retarded or, possibly to his neighbors since parents would not be so easily satisfied with this approach. While it is difficult to anticipate that a parent will profit from such statements as "Having a mentally retarded child calls for strong efforts on the part of the family to adjust to the problem," or "Through knowledge... the mentally retarded will no longer be a whisper, but will become a reality to be nurtured and loved," there are useful suggestions for parents whom, we might assume, are functioning in an atmosphere of uncertainty and non-direction.

On the other hand, it is a fallacy, as the experienced educator knows, to assume that there are readily available sources of advisement for the families of the retarded, and so it may well be that this text will provide the best initial advice that a parent might receive on the subject. However, when one admonishes the parent to create conditions which give the child a sense of belonging, one should recognize that the use of the phrase "the young retardate" probably does not enhance the development of a favorable attitude toward his/her child -- retardate or not.

The last chapters: "Education of the Mentally Retarded," "Recreation for the MR," "Prevention and Treatment of MR," and "The Entire Family," are considerably more informative to a reader who has limited experience with the problems of retardation.

However, a Dr. Spock it is not; in fairness to author and publisher it perhaps was never intended to be, but the title does create an expectation for the reader which is not fulfilled. What are some of the things a parent should know in considering those "...400 state and private residential institutions and homes for the retarded in the United States"? What do you do when your child will not walk, talk, or become toilet trained at the appropriate ages? What do you do at home, as a family, during the night, on weekends, and during the pre- and post school years when community services are not appropriate for the retarded child?

Overall, this book falls short of the promise that it "...will enable parents to become better equipped to handle problems and to recognize and cope with their retarded children." It is useful, however, as a primer and if so regarded will meet the needs of those very new to the experience of mental retardation.

Reviewed by: Louis P. Messier, Division of Special Education, College of William and Mary, Williamsburg, Virginia.

The Mentally Retarded Child and His Motor Behavior: Practical Diagnosis and Movement Experiences.
T. R. Beter and W. E. Cragin. Springfield, Illinois: Charles C Thomas, 1972.
$9.75 Hardcover.

Beter and Cragin have written a practical handbook for parents and professionals interested in adapted physical education and recreation for special children. While the procedures recommended should not be attempted with physically handicapped children without medical supervision, they can be adapted to children having a wide range of physical strength and dexterity.

Test exercises for measuring motor development and developmental activities are described. The test exercises are accompanied by tables of norms based on scores of approximately 100 children who were classified as educable mentally retarded. While not adequate for research purposes, such norms will provide a group perspective for judging the performances of children tested by those using the book.

The authors avoid involvement in the disputes current over the relationship between perceptual motor development and academic achievement. They point out that while the evidence for one view or another is not conclusive at present, currently influential theories of cognitive development such as that of Piaget hypothesize that sensory motor development has an important influence on higher level functioning. Instead of taking sides, however. they focus on what has worked for them with children, producing gains in strength and skill which they feel also have had facilitating effects on development in academic and social areas. They call for direct teaching of social skills that will be important in program success; for example, teaching children to move from verbal direction-following to self direction in the performance of exercises.

All in all, a sensible book. one to use and to become familiar with over time, probably in conjunction with some of the basic references suggested in the bibliographies accompanying each chapter and at the end of the book. This reviewer shared the authors' conviction that improvements in the physical functioning of special children are important educational goals in themselves; and that such improvements contribute measurably to their overall healthy development even if the intricacies of how and why as yet escape analysis.

Some of those youngsters in the norm group seem to have had an edge on at least one middle aged professor on certain exercises. More power to 'em! There are plenty of ideas here to help them keep and maintain their margin.

Reviewed by: Frank H. Wood, Department of Psychoeducational Studies, University of Minnesota, Minneapolis, Minnesota.

The Open-Token Economy System: A Handbook for a Behavioral Approach to Rehabilitation.
M. W. Welch and J. W. Gist. Springfield: Charles C Thomas, 1974. 189 pp.
$13.75 Hardcover.

This is a fine book for a practitioner who desires guidance in the development and implementation of a rehabilitation program for mentally retarded young adults. The token economy system described in the book was developed to meet the needs of handicapped individuals at the Center for Developmental and Learning Disorders at the University of Alabama. The book (which consists primarily of a detailed description of the token economy system) has two major strengths: There is ample guidance in the pages of this book for anyone wanting to implement a similar kind of program, for the material is thorough and explicit; the description of the token economy system and its implementation is done within a framework that emphasizes the setting of behavioral objectives and the defining of meaningful goals for clients.

It should be emphasized that this is a description of a specific program designed to meet specific needs of a fairly circumscribed handicapped population. Nonetheless, the application of the principles so outlined should certainly be transferable to other settings as well. Moreover, the authors provide a good model for integrating a token economy system with the ultimate goal of the system, i.e. the rehabilitation of handicapped individuals for practical jobs.

This is a how-to-do-it manual. The book should therefore be of interest to practitioners in psychology and special education who wish to develop a token economy system of their own. The application of this book as a text in either undergraduate or graduate programs in behavior modification or special education, however, would depend upon its being combined with other resources. It is light on theory; and the

the evaluation of the program is limited to what is essentially a series of case studies (represented by 60 pages of graphs) showing changes in behavior of individuals over time.

The work would have to be supplemented with material which would give students some background in learning theory and behavioral analysis as well as emphasize the importance of an evaluative component in any system of the sort described in this volume.

Reviewed by: Ronald J. Friedman, Department of Applied Psychology, The Ontario Institute for Studies in Education, Ontario, Canada.

Problems of the Gifted Child: IQ 150.
S. Bridges. New York: Crane, Russak and Company, Inc., 1973. 160 pp.

After reading the first twenty-five pages of Problems of the Gifted: IQ 150, the professional may be tempted to set the book aside. It is not a piece of scholarly work; there is no documentation, and reference to research is meager. This reader initially felt frustration with the lack of definitions and supporting data. But the text's soft siren call of human interest won out. I read on in order to find out if the little urchin with the wet Wellingtons ever found someone to talk to about his jam jar full of trophies from the local pond.

The author, Sidney Bridges, is a member of the British Schools' Council Working Party on Gifted Children, and this book is based on many years of experience working with gifted children in England. He shares his experiences with the reader through anecdotes and insightful suggestions. His perceptive, Piagetian observations of children are obvious in his graphic portrayal of the needs, problems, and behaviors of children with superior intelligence. Although a lack of familiarity with English idioms or with the educational system in England may make the book somewhat less readable, this reader could readily perceive the similarities to the American system.

This well-organized, comparatively small book opens with a presentation of general characteristics of gifted children and possible informal identification procedures. After exploring problems and needs from the child's point of view, the author presents the parents' and teachers' points of view concerning those same problems and needs. Finally, suggestions are made to teachers and schools as to the provision of educational experiences for the gifted child.

This book is not a primary college text, for it lacks the specificity of facts and figures necessary to create a knowledge base; neither is it a "cookbook" of detailed directions for the parent or teacher. Rather, it is a thoroughly readable piece of work that contains accurate general information and demonstrates considerable depth of human understanding of the behaviors, needs, and need-gratifications of gifted children.

demonstrate

Those who will find the book most useful are parents and teachers of gifted children. Such usefulness will chiefly be in the areas of development of understanding gifted behaviors and in the development of a more positive attitude toward those who demonstrate exceptional skills. For many, this must be the beginning.

Reviewed by: George Sheperd, Department of Special Education, College of Education, University of Oregon, Eugene, Oregon.

Proceedings, Second Annual UAP Conference: Piagetian Theory and the Helping Professions.

J. F. Magary, M. Poulsen, G. I. Lubin, and G. Coplin (Eds.). Los Angeles,
California: University Publishers, 1972 70 pp. $3.50 Paperback.

This monograph represents a collection of papers on work related to Piagetian theory presented as part of a University Affiliated Program conference held at the University of Southern California in January, 1972. There is no formal organization of papers in the monograph; 11 of the 17 manuscripts are reports of research studies; 4 of the 17 are abstracts of papers; and also included are five discussion papers and a literature review.

Particularly noteworthy in the document are the presentations by C. Edward Meyers, Henry W. Maier, F. Annette Tessier, and Marcia Maguire. Meyers proposes the development of mental measurement scales based upon Piagetian theory. His paper makes a good case for measurement based upon process rather than information. Maier also offers a conceptual dimension to the monograph by relating in well organized fashion Piaget's work on spatial and temporal concepts to ego psychology. He feels ego psychology and Piaget's theory of cognitive processes supplement each other.

Tessier's study tests the applicability of Piaget's sensorimotor theory to young cerebral palsied children. The outstanding feature of her paper is the excellent discussion of findings for application. In addition to her paper, two others in the monograph relate directly to exceptional children. One reports a study with low vision children (R. Swallow and M. Poulsen); the other a study conducted with hearing impaired children (M. P. Simmons).

Another paper with excellent attention to the implications for practice is Maguire's brief review of research. Her review indicates that formal operations are a sequential development process but that children differ as to age of emergence of this stage. The generalization of these conclusions is further supported in a study reported in the monograph by P. M. Bentler which found that sequence but not rate of conservation acquisition was fairly consistent across several different cultures.

In general, there was a consistency of findings among all of the research reported in the monograph. This suggests strong support for the validity of Piagetian theory and for its practical implications. Though the monograph has limited potential as a textbook, it can serve as a limited reference source for those interested in Piagetian theory and as a stimulus to additional research.

Reviewed by: James A Bitter, School of Special Education and Rehabilitation,
University of Northern Colorado, Greeley, Colorado.

The Psychoanalytic Study of the Child. Volume 27.
Freud, Anna, et al. (Eds.). New Haven: Yale University Press, 1971.
$12.50 Hardcover.

This volume represents the directions and approaches of psychoanalytic work at the present time. It is divided into several different sections: psychoanalysis and the law, clinical contributions, a theoretical section, and a section of problems of development. Part of the book is shaped by an obituary of and a commemorative collection of papers by Seymour L. Lustman, who was an eminent psychologist, psychiatrist, and psychoanalyst belonging to the Yale group. While he perhaps was not well known outside of psychiatry, he was a scholar of great breadth. His paper, "A Perspective on the Study of Man," is an excellent presentation of the issues involved in biopsychological and social investigations of human personality. His paper on "Yale's Year of Confrontation" discusses the student unrest at Yale as seen by a Master of one of the university houses; it is an informed presentation and examination of the events, and it provides a perspective on what happened in the universities in the 1960's. Interestingly, he commented that there did not seem to be an increase in the symptoms of adolescence, when one compared the late 60's with the late 30's. Although student language concerning identity crises and psychology was strikingly different, he felt that recent students were not any more mature than their predecessors even through better traveled; that they were no more successful in resolving their struggles over dependency than those living in previous decades.

Among the clinical contributions there are papers on the superego in late adolescence, a collection of writings by adolescents, a paper on heroin addiction and crowd activity, and a paper on campus youth which offers some guidelines for parents or community leaders about how to respond to students. All are clearly written, and well worth examining.

In the area of psychoanalytic theory, there is a long section on the interpretation of dreams. The work illustrates the enormous shift in psychoanalytic interest from Freud's original work to studies in linguistics, so that the emphasis in this particular paper is on the use and construction of language as a species specific, separate characteristic of the human mind. It deals with the human mind's symbolic function, and its relationship to the generation of appropriate linguistic forms in the unconscious as well as conscious person, a complex and new view. However, some of the papers on early object relations, instinctual vicissitudes, and the experience of time, are in an orthodox psychoanalytic framework of conceptualization and thus of more limited interest (as is the paper on internalization). The section on the law deals with the currently emphasized problem of advocacy for children, placement of children, and the realities of finding practical alternatives in child care. This actually means finding "the least detrimental alternative," because finding the best alternative for children in divorce situations and in broken homes turns out often to be an academic exercise, devoid of realistic possibilities. Placements are difficult to find, bureaucracy and the courts cumbersome, and grinding destructive family conflicts persist.

The section on clinical work includes sections on psychoanalytic technique during latency, problems of ego regression, neurodermatitis and the psychoanalysis of a psychotic child (which might have been published without change 30 years ago).

Overall, this book has much that will be of interest to special education. It has some material which will interest only analysts, some sections which will arrest any child care worker or teacher; it shows the stirrings within modern psychoanalysis which attempt to redeploy it as a modern and developing field. At the same time, some of the themes show a continuing direction toward separatist orthodoxy and academic theorizing about old formulations.

This book would be a useful addition to a psychology and education library.

Reviewed by: Norman R. Bernstein, M.D. Harvard Medical School, Harvard University, Cambridge, Massachusetts.

Psychology for you.

Gordon, S. New York: Oxford Book Company, 1973. $4.60 Paperback.

Dr. Sol Gordon, a professor of child and family studies at Syracuse University, is perhaps best known for his series of "comic books" aimed at adolescent audiences and designed to bring a straightforward approach to sex education. Dr. Gordon's critics accuse him of all manner of vile crimes including the exacerbation of moral decay in the United States, while defenders envision him as a rallying point for causes of sensible sex education and freedom of the press. Supporters and detractors share but one commonality -- the ardor with which they leap into the fray. Dr. Gordon seems to be one of those phenomena for which there is no middle ground. His personal appearances and publications are never received apathetically. This book, Psychology for you, is no exception. I am sure that readers of this book will feel either that it is a major breakthrough in psychology texts or that it is an illconceived attempt at "pop psych."

The foreword to the book indicates that the author intended it as a text for "Psych I" in high school or college. According to the author, its primary purpose is to explore the "...developments, needs, and concerns of the 1970's -- whether it be sex and morality, youth alienation, Women's Lib, population pressures, encounter groups, street crime, drug abuse, the counter culture, and many, many others." The table of contents, divided into five major areas: Psychology and the Individual, Realms of the Unconscious, Youth in a Changing World, Psychology and Social Problems and Psychology and Education, juxtaposes such staid and traditional avenues of psychological study as "Freud and the Freudians," "Problems of the Self," and "Intelligence" with such topics as "Mind Bending--Altered States of Consciousness," "The Hippie Culture," "Why Does Man Kill? and, of course, "Sex and Morality." The final chapter, "Discovering Who You Are (A How-Not-to-Do-It Guide to What You Really Want to Do)" certainly covers academically virgin territory.

In a message "To the Teacher," Dr. Gordon cautions not to force every student to read every chapter nor to memorizing anything. The impression is given that the book is meant as a stimulus for discussion and personal growth rather than as an academic treatise on psychology. Herein lies the strength and weakness of the text. For those seeking an issue oriented vehicle for discussion with a general goal of more self understanding and growth, this book is indeed a valuable tool. The topics it covers and its breezy, informal style should capture the interest of even the most jaded student. The contemporary text and illustrations are handsomely complemented by the "Things to Discuss--Things to Do--Things to Read" section following each chapter. The extremely wide range of material covered and the book's unflinching attitude toward covering controversial topics would seem to provide relevance for most individuals reading the book. Also, an attempt is made to provide some background in traditional psychology with a stated bias for classical Freudian psychology.

High school teachers and professors seeking an introductory text in psychology with a goal toward establishing a foundation for future study will not find this book relevant for their needs. The book's extensive coverage of controversial topics may be viewed by some as a rather cursory and, at times, dogmatic attempt to provide motivation and relevance at the expense of scholarship. Little documentation is used, a rather significant weakness when such enormous topics as "mental illness" are covered in twenty-eight pages. Many academic psychologists may be irritated by the superficiality as well as the glibness of style which often conceal very subjective judgments and statements in a "We all know that..." manner.

In many respects this book represents a text on Sol Gordon, rather than an exploration of basic psychology. This is not necessarily a liability. Dr. Gordon's interests and the engaging way in which he presents them could be a welcome addition to the experience of most adolescents. In summary, it is a most difficult book to review. One cannot divorce the book from its intended context. Teachers of "Psych I" would do well to read it. The preface, "To the Teacher," states adequately and fairly the strengths of the book. If one's goals coincide with those of Sol Gordon and one desires a stimulus for discussion rather than a psychological primer, this is a fine text.

Reviewed by: Spencer Gibbins, Department of Special Education, Syracuse University, Syracuse, New York

Psychology in the Vocational Rehabilitation of the Mentally Retarded.
Morgenstern, Murry and Michal-Smith, Harold. Springfield, Illinois:
Charles C. Thomas, 1973. 90 pages $5.95 Hardcover.

The impetus for writing this book appears to have been the authors' need to communicate to a broad public their view that recent years have brought a great increase in meaningful insights about mental retardation and a substantial growth in services, especially psychological and social services, for the mentally retarded. The capsulization of this message covers eight chapters and 90 pages.

The three beginning chapters are rather general and chiefly contain descriptive background information about shifts in our societal commitment to the mentally retarded. They are likely to heighten awareness of the philosophical foundations for the professional area of vocational rehabilitation. Although some of this information is unique and insightful, much of it is repetitive of information found in other related books published in recent years.

The greatest strength in Chapter I, "A Decade of Societal Change," seems to be in reflecting upon a paradox: that is, that while heightened public attention has been focused on the special needs of the mentally retarded it has been very difficult to sustain this momentum over time (as witness the near nonexistence of followthrough efforts).

Chapter II, "The Scope of the Problem," emphasizes the concern in vocational rehabilitation for dealing with the total person, not fractionalizing him in such a way as to deal with him in a mechanistic or dehumanizing fashion. In sections of this chapter, the authors take bold and courageous positions regarding the potential for shifts in certain basic concepts within vocational rehabilitation. They believe, for example, that the psychological value of work will decrease in the future. It also seems to be their view that competitive employment will become less feasible for the mentally retarded as a consequence of increasing shifts towards a largely technological economy. While these kinds of conclusions are clearly debatable and would have more meaning if supportive research were cited, it seems commendable that the authors have been willing to raise issues which seemingly are unpopular and threatening to persons concerned with assisting the mentally retarded.

Chapter IV might be considered to be the first of the action or process oriented units within this book. Here the authors attempt, in a somewhat disjointed fashion, to communicate the absence of any comprehensive formula or systematic mechanism for successfully predicting vocational outcomes in working with the mentally retarded.

The most practical chapters of this book are V, VI and VII. Chapter V not only underscores the value of having related professionals working as a team but communicates many of the inherent problems in executing this concept. Some excellent and thought-provoking questions are raised with regard to creating smoother and more efficient professional teams. For example, questions are raised as to whether psychologists, whose time is already quite restricted, should be used in a consultive or direct service capacity or whether their efforts should be restricted only to the areas of assessment and planning. Consideration is also given to the acceptance of paraprofessional personnel as fully functioning team members with responsibilities delegated to them from professionals of various specific disciplines. Particular concern is focused on the roles and functions of the psychologist on the vocational rehabilitation team.

In Chapter VI readers are offered a very close look at three contrasting models of sheltered employment for the disabled; traditional, transitional, and vocational adjustment workshops. This material is valuable in educating readers to the difference in orientation and philosophy within vocational evaluation centers that evoke a programmatic versus a production orientation to rehabilitation.

Chapter VII deals with a number of perceived critical needs in vocational rehabilitation. Although several sections of this chapter are treated too superficially, e.g. delivery of services, preventive aspects, staffing or rehabilitation education, and paraprofessionals, the last section ably deals with the need for more research and delineates priority areas for conducting research, e.g. programmatic planning and evaluation.

On the positive side of the ledger this reviewer found the authors to be quite supportive of the value of vocational rehabilitation for the mentally retarded and he certainly agrees with the authors' bias that there is a need for greater financial resources, a need to earmark monies more specifically, and especially a need for more expenditure in research and development. The authors recognize the need to do more vocational planning for the adult retarded and must be commended for the willingness to raise difficult and controversial questions. They support for the most part a behavioral orientation and are appropriately critical of the historical overreliance on the value of IQ and intelligence testing as a planning mechanism with the retarded.

On the debit side of the ledger it is difficult, frankly, to identify the book's audience. It certainly seems to be too general to be of substantial appeal to psychologists or rehabilitation counselors; because of its brevity and general approach the book would seem to have its greatest appeal to professionals working in areas related to psychology and vocational rehabilitation such as special education and social work and to parents of the retarded and other interested lay persons.

Reviewed by: Bill English, Special Education & Rehabilitation, Syracuse University, Syracuse, New York.

Reaching the Autistic Child: A Parent Training Program.
Kozloff, M. A. Champaign, Illinois: Research Press, 1973. 245 pp. $4.95
Paperback.

Although some parents should benefit from reading it, this text is aimed primarily at sophisticated child oriented professionals. Kozloff has prepared a research report based on his experiences in training parents of autistic children as behaviorally oriented therapists. He states:

> First, it is postulated that in contrast to many alternative approaches, educational systems based upon the principles of exchange theory and behavior modification offer an effective treatment for some of the main "symptoms" of autism (the lack of speech; the noncooperativeness; the inattentiveness; the inability to engage in constructive activity; the demanding, destructive, bizarre behavior). Second, it is postulated that not only can parents be trained to be effective teacher therapists in the laboratory, but most important, they can be retrained as parents . . .

Kozloff begins by broadly defining "autism" to include other terms: "infantile autism," "childhood schizophrenia," and "psychosis;" reviews models and approaches which he considers ineffective (medical model, psychogenic approach, biogenic approach); and then explains the need for combining operant conditioning with social exchange theory. Kozloff introduces his topic, defines it, provides historical background, discusses pros and cons of several theoretical formulations and their derivative strategies, excludes certain approaches, builds a rationale for his proposed research, establishes goals and procedures, collects and anlyzes data from which inferences may be made, and suggests residual problems for further study -- all in traditional research-writing style.

Kozloff clearly explains the procedures for training parents in such a fashion that the chapter might serve as a primer in both that area and in Behavior Modification. Procedures for training mothers to train fathers and other family members as therapists appear logical and well planned.

Perhaps the most thought provoking aspect of the study is the importance of conducting parent training first in the laboratory and then in the home to ensure that parents generalize their new knowledge and skills beyond the confines of the laboratory. Many of us may recall that when we return to a familiar environment we often automatically revert to specific behavioral patterns which developed and became habituated within that environment. Adult brothers, for example, upon being simultaneously in their parents' home, may resume sibling roles rather than the recently acquired roles of husbands and fathers. To guard against this type of tendency, Kozloff and his staff taught the families to analyze and reprogram interactions within the child's major environment -- the home. While reading the case histories many readers may wince upon recognizing some of the faux pas we make in rewarding our own children for undesirable behavior.

Noteworthy results of the study include the following findings:

1. Alterations in parent child interaction patterns produce significant changes in behavior patterns of autistic children.
2. "Ignoring" and "time-out" are not by themselves effective in controlling aberrant behavior.
3. Parents need to learn to use natural reinforcers rather than only food and praise.

A primary implication is that treatment of autistic children and their parents in the offices, laboratories, and clinics of child oriented professionals is only a half-hearted attempt at habilitation. Much time and energy must be employed beyond the confines of the traditional therapy locale, thus necessitating a restructuring of the clinician's professional self concept.

The cuases of autism are not revealed by Kozloff's study, although methods for decreasing the frequency and intensity of symptoms are presented lucidly. Counselors, linguists, physicians, psychologists, social workers, special educators, speech pathologists and members of other professions concerned with child behavior should find many valuable and through-provoking notions in this carefully designed and well executed report.

Reviewed by: Mitchell R. Burkosky, Department of Speech Pathology, State University of New York College at Fredonia, Fredonia, New York.

School Intervention.
Claiborn, W. L., and Cohen, R. (Eds.). New York: Behavioral Publications, 1973.
265 pp. $9.95 Hardcover.

In the introduction to this text, the authors state "these chapters review the conceptual and philosophical background, explore the potential impact, delineate the problems, and operationalize the approaches involved in promoting mental health in our schools." They seem to have met their objectives. The book primarily represents a collection of papers presented at the First Annual Symposium on Current Issues in Community Clinical Psychology. One is tempted to react initially negatively to the thought of reading a set of unconnected and unrelated papers in book form. But just as one must not judge a book by its introduction or table of contents, one must not judge School Intervention until one reads it thoroughly.

The papers do relate in the sense that they present mental health problems faced and innovative practices attempted in the schools. Specifically, Bower's chapter whets the reader's appetite by presenting problems associated with community psychology's lack of impact on schools. He provides the reader with a factual account of how the Child Specialist Bill (HR11322) failed; he also presents a successful community psychology program which could be replicated elsewhere. Rubenstein's chapter provides nothing new or refreshing about what a consultant in schools ought to be doing, but the reader may find common sense ideas and practices probably familiar to most practitioners. Berkowitz stimulates the reader by indicating that psychologists lack the training, experience, and practice necessary to become consultants, but then leaves the reader somewhat suspended since he does not provide much depth regarding the means to become an effective consultant.

One of the real highlights of this text is Apter's treatise of a bridging program in which he carefully delineates the specific action steps necessary to develop any new program. A consultant can find useful information here which will help avoid the failure often associated with program development. Fisher's chapter regarding consultant training is written more for a consultant trainer than practitioner. However, he presents some sound notions on the relationship of the student to the agency. He also gives a good account of Caplin's theory of consultation which many professionals seem to favor in their consultation practice. Both Stein's and Carroll's chapters rest on theoretical notions rather than good solid, practical suggestions of how to implement consultation practices. One real fault of m[illegible] programs such as those discussed in this text is that they do not possess strong evaluation systems. Indeed, neither chapter seems to fit the authors' intent to present approaches that are or could be operationalized. Broskowski's chapter is excellent both in treatments of material and quality of writing. His description of events occurring in setting up a program in an inner city junior high school are very realistic. He offers sound, practical ideas on how to implement change in the school setting. The reader finds also in this chapter the first treatment of evaluation of program effectiveness.

The remaining chapters in the text offer familiar suggestions relative to primary intervention strategies, desegregation, management of behavior problems in the school setting, and how to be a change agent from within the system. What the book does offer, however, is a collection of papers covering a variety of diverse topics associated with consultation. I would recommend this book for anyone that currently is or will attempt to be a consultation worker in schools. It is especially appropriate for the school psychologist in that many school psychological training programs do not offer consultation theory and practice as part of the training program.

Reviewed by: Robert Guarino, Director of Special Education, Kalamazoo Public Schools, Kalamazoo, Michigan

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Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers, and Professionals

Henry L. Fischer, Marilyn J. Krajicek and William A. Borthick
Baltimore: University Park Press, 1974. 59 pp. $4.75. Paperback.

An interdisciplinary team consisting of a clinical psychologist, a nurse, and an instructional technologist have developed an innovative method to offer sex education directly to mentally retarded people. Since the public admission, not too long ago, that the retarded are sexual beings like the rest of us and that they do have sexual feelings and thoughts, we have had to face the "problem" of their right to sexual expression. Many literary efforts have appeared since the late 1960's, espousing theoretical considerations of sex education for the retarded. Now, we have an approach which goes beyond that, one that actually demonstrates a "how to" approach.

The guide is physically and purposively designed to facilitate teaching for the teacher and learning for the learner. The setup is unique; structured for teacher and learner to sit across from each other, the line drawings face the learner, while the written information faces the teacher. The simple coloring book style graphics used to represent sexual concepts, functions, and the physiology stimulates discussion and gives information at the same time. The structured properties of the book do not inhibit sensitivity, as might be conjectured; rather it allows for and actually requires the teacher to be alert to the capabilities and comfort level of each learner.

The subject matter covers sex identification, body parts, emotional and bodily functions, pregnancy, and birth. What is missing is some discussion of the rights and responsibilities of the retarded, an explanation of birth control, venereal disease, and why it is wrong for people to bring a child into the world if they cannot properly care for it. Perhaps the authors have this in mind for a second guide.

Although the guide is not appropriate in its present form for use with the severely retarded, the authors have found that it is effective with moderately retarded children and adolescents (ages 8 - 18), as well as with some adults. The authors do feel that with some adaptation, the guide could be used with some severely retarded; however, this would depend almost entirely on the skill and proficiency of the teacher.

The guide offers suggestions for parent involvement and for organization of teacher professional workshops with pre- and post-questionnaires provided for evaluation. The bibliography at the end is especially valuable. I would add, however, Winifred Kempton's "A Teacher's Guide to Sex Education for Persons with Disabilities that Hinder Learning," which came out after the publication of this book, in 1975. Kempton's guide would be an important resource for those parents, teachers, and professionals who find it difficult to be comfortable when discussing subjects in the area of sexuality; it would be especially helpful to those whose feelings are mixed in regard to teaching retarded persons facts about, and the expression of, their sexuality. _Sex Education for the Developmentally Disabled_ is an excellent beginning and I would recommend that professional programs consider it, together with the Kempton book.

Reviewed by: Sol Gordon, Child and Family Studies, College for Human
Development, Syracuse University, Syracuse, New York

Sexual Identity Conflict in Children and Adults

Richard Green. New York: Basic Books, 1974. 327 pp. $15.00. Hardcover.

In 1953 Dr. Harry Benjamin coined the word "transsexual." This term has become the clinical designation for people who are physiologically one sex, but believe themselves to be the opposite. One of the defining characteristics of those who fall under this designation is the desire to rectify the accident they feel nature has created by undergoing surgery to bring their physical selves into line with their psyche. During the last few years interest in the topic has grown tremendously. A number of academic books have appeared in addition to a rather wide coverage in the popular press of particular "cases." For the past fifteen years Johns Hopkins University has been a leader in research and clinical assessments in this area. Their involvement has served to legitimate transsexualism as an area of study even though during earlier times they were not universally judged to be virtuous for what some considered their morally questionable work. The people at Johns Hopkins have done some important and courageous work.

As a medical student, Richard Green studied under John Money, an early leader in the transsexual field in the late fifties at Johns Hopkins; he is, himself, a pioneer in this very young field. His relatively long experience and intimate contact with the area's founding fathers has enabled him to produce this timely and important book which focuses on transsexualism.

I will review the content of the chapters before dealing more generally with Green's approach. The first chapter looks at cross gender identity, historically and cross culturally. Green describes individuals from the past, a reading of whose history tells us they exhibited behaviors which suggest that they were transsexuals, and he looks at other cultures which have what he calls "transsexual themes."

The next two chapters survey psychological and biological research which bear on various theories which explain the existence of the transsexual individual. The rest of the book consists largely of a description of children and adults who prefer living the sex role opposite their biological sex. The adults described are people who have requested sex change operations. The children come from a sample who were referred to Green and his colleagues because of apparent sex identity difficulties and who exhibit characteristics comparable to those described in retrospect by adult transsexuals in discussing their situation at a similar age.

What makes Green's book so fascinating is that although his description draws upon clinical descriptions, psychological testing, and the like, his approach is dominated by the actual words of the clients and their associates; that is, much of the book contains peoples' own descriptions of their experience with the transsexual phenomena. Thus in Chapter 4 which is entitled "Men Who Want To Become Women," excerpts from taped interviews with six adult biological men transsexuals are presented. In Chapter 5 boyfriends and husbands of male to female transsexuals reflect on their relationships. Other chapters characterized by this approach include: "Treatment of Men Who Want to Become Women," "Women Who Want to Become Men," "Girlfriends and Wives of Female to Male Transsexuals," "Feminine Boys: Parental Descriptions," "Feminine Boys: Their Stories," "Identical Twin Boys: One Masculine, One Feminine," "Feminine Boys: Treatment," "Masculine Boys."

The extensive use of transcripts and the understanding that is transmitted through this approach is where the book's greatest value lies and where it makes its most original contribution. It is because of this material that the book has something to say to the professional and the layman alike. On the other hand, more comprehensive and sophisticated discussions of sex roles, sex identity conflict, and psychological and biological research in the subject are available in other works (Money and Ehrhardt, Green and Money, and Benjamin). To these areas, this book can only serve as a general introduction. Green writes clearly and the book is engaging. This, combined with the inherent interest and popularity of the subject, would make the book a possible choice as a supplemental text in undergraduate psychology courses.

In a more critical vein, the book has a number of weaknesses. While the approach he uses, (transcripts of conversations with transsexuals and their associates) is extremely valuable, Green does not approach the material in a way that maximizes its value. The interview selections give us a sense of what it is to be a transsexual; it gives us an understanding of the phenomena and the people who share the label. Yet Green chooses to be concerned constantly about etiology. While not much of the book directly deals with this question, it is always present. In the conclusion he laments that he and his colleagues don't have the "facts" concerning the causes of transsexualism; he leaves us with the suggestion that this field of study is young and that as the wheels of progress move the scientists will get to the base of the problem. Green's inability to step out of the role of the scientist with a belief in and dedication to discovering the effect of certain isolatable variables on this newly created clinical category in order to discuss transsexualism well in different contexts with his readers is, in my opinion, the inherent flaw in the book.

Rather than seeing the limitations and strengths of the approach he has chosen and organizing the book and materials to exploit their strengths, he remains concerned with "the facts" rather than the impressions and thus muddles the meaning and impact of the work. The data tell us much--it helps us to understand transsexuals--Green should be content with that.

A related criticism is that Green does not succeed in putting the transsexual phenomena into a larger cultural and political framework. Certainly the very reason that we are reading his book is related to the social movements afoot that call into question traditional sex roles and definitions of sexuality, i.e., various liberation movements and the youth counterculture. Green deals with this in less than a page in the next to last chapter. To ignore the raging controversies set loose in these times and not to discuss the place and influence of these movements on research and on transsexuals, makes him vulnerable to criticism. Similarly, the book needs some mention of the role of the transsexual as an oppressed minority. What is the societal reaction to this phenomenon and how does this affect the possibilities of what it and those so labeled can become? This question points to social factors that affect the problems that transsexuals, as a minority group, experience. As a group of persons, they take transsexualism out of the clinical realm and the problem area, and into the arena of social issues with public as well as individual solutions.

We cannot expect one book to do everything and this book does much. Changing this book just a little would effectively deal with some of my criticisms. In an area of research which is so controversial, it is imperative for a socially conscious researcher to reflect publicly on social issues and to raise more than just clinical questions. Clearly, Green is more than just a scientist. His concerns for individual happiness and social change are seen in his writing and in his life work. In fact, he states at the end of his book:

> ......the researcher turned clinician wears yet another hat: it is that of the educator and mediator of social change. He works for revision of public laws and private attitudes so that persons of any age whose sexual identity is atypical may live in dignity.

Green has played that role with this book but not as effectively as one feels he would like.

Reviewed by: Robert Bogdan, Center on Human Policy, Syracuse University,
Syracuse, New York

Social Adjustment of Young Children.
George Spivack and Myrna Shure. San Francisco: Jossey-Bass, 1974. 212 pp.
$10.50. Hardcover.

Social Adjustment of Young Children presents an exciting and explicit program designed to enhance the problem solving skills in four year old children. The program described is an outgrowth of extensive research through which the authors became convinced that a relationship exists between an individual's problem solving skills and his behavioral adjustment. Numerous revisions and extensive experimentation have resulted in a program for which data are available attesting to the program's effectiveness in producing positive behavioral changes in children. Because of the explicit nature of the presentation, interested readers may readily replicate the program.

The authors outline seven principles upon which their program is based.

1. To teach prerequisite language and thinking skills before teaching problem solving strategies.
2. To teach new concepts in the context of familiar content.
3. To base program content on people and interpersonal relations rather than objects and impersonal situations.
4. To teach generally applicable concepts rather than correct grammar.
5. To teach the habit of seeking solutions and evaluating them on the basis of their potential consequences rather than on the absolute merits of a particular solution to a problem.
6. To encourage the child to create his own ideas and offer them in the context of the problem.

7. To teach problem solving skills not as ends in themselves but in relation to the adaptiveness of overt behavioral adjustment (p. 29).

The training script consists of daily lessons which use a game format designed to take from 5 to 20 minutes of instruction. The suggested script is recommended for an approximately 10 week period.

Specific guidelines are presented for accommodating children with asynchronous behaviors, i.e. nonresponding, dominating, and disruptive behaviors. In addition, suggestions are provided to assist the instructional leader in incorporating the techniques specified for the formal program into informal conversations and problem situations.

This book is well written and promises to make a significant contribution to special education. The ideas may be easily extended to include elementary school-aged children who demonstrate deficits in problem solving skills and personal adjustment.

Reviewed by: Lyndal M. Bullock, Program in Emotionally Disturbed,
Department of Special Education, University of Florida,
Gainesville, Florida.

Specific Dyslexia.

Sandhya Naideo. New York: John Wiley & Sons, 1972. 165 pp. $7.95 Hardcover.

This book is a research report of "Specific Dyslexia," a project undertaken by the Invalid Children's Aid Association (ICAA), Word Blind Centre for Dyslexic Children, in London, England, from January 1967 through March 1969. It was felt that more research on dyslexia was needed because even though a vast literature existed, basic knowledge about the topic was inadequate. It was also felt that certain theories lacked controlled scientific supporting data.

A historical review of the literature covers the topics of terminology, early history, and current concepts. The current concepts of dyslexia are outlined under the headings of genetic factors, maturational lag, neurological dysfunction, and cerebral dominance. The survey showed that opinion is still divided as to the extent to which pathological neurological dysfunction should be included among the causative factors of dyslexia.

The persistent problem of defining terms is duscussed. "The multiplicity of terms used to describe reading disorders has added to the confusion. Unfortunately for ease of recognition, dyslexic children do not present clear cut consistent clinical patterns and many of their features are found in normal readers."

The definition of dyslexia used for the purpose of selecting subjects in this study was as follows:

> "Specific dyslexia is defined as a condition causing difficulty in learning to read and to spell in physically normal intelligent children in spite of continuous schooling and in the absence of severe emotional disturbance."

The objectives of this study were to identify those features by which boys who conformed to an accepted definition of specific dyslexia might be recognized; to discover evidence which might support or refute hypothesis as to the causes of the disability; and to determine if there may be subgroups or types of dyslexia characterized by different patterns of disability.

Ninety-eight boys divided into two groups were included in the study. The first exhibited a severe degree of reading and spelling retardation, and the second a severe spelling retardation and a relatively minor degree of reading difficulty.

Each experimental group was matched with a control group of a similiar number of average boys. Both groups were matched for age, sex, type of school, and were from predominantly middle-class areas. All were of at least average intelligence, normal physical status, had no evidence of gross neurological abnormality, were judged to be emotionally stable, had had normal educational opportunities. Extensive case histories were collected from the parents. All subjects received medical examinations and extensive psychological tests.

The conclusions drawn from the study were:

> Some reading and spelling disorders are constitutionally determined.
>
> The evidence does not support the existence of clearly defined subtypes of dyslexia.
>
> Patterns of disability vary but there is evidence to suggest that a sequencing disability may underlie the reading and spelling retardation.
>
> In the cause of specific dyslexia, the importance of developmental neurological anomalies (some genetic, some acquired) is demonstrated.

There were greater similarities than differences between the two groups, suggesting that their disorders are of an essentially similar nature.

Family histories of reading and of spelling difficulty were significantly greater for the experimental groups than their controls.

There were no differences in family and personal variables for the experimental and control groups.

Although the majority of the dyslexic boys were given much remedial help, all were still experiencing considerable difficulty, indicating the help given was inadequate.

The implications and recommendations of the study are that many factors can cause specific dyslexia and that only by a comprehensive and qualitative medical, educational, and psychological assessment can we ever hope to identify the cause of the problem. It is obvious that more clinics with a multidisciplinary staff must be established. Children with such a learning disability require specialized methods of teaching, but there are too few trained teachers. Finally, the report makes a plea for early identification of children who are failing to read. Studies suggest that children with specific learning difficulties can be identified before they go to school.

The book should prove useful for the researcher concerned with dyslexia. Eleven statistical tables, as well as the various record forms and questionnaires used in the study are included. An international bibliography completes this study. This study was a thorough evaluation of a select population with the results, therefore, generalizable. It reinforces the need for additional basic research in this area. In conclusion, it appears that the British have the same concerns about learning disabilities that we have in the United States.

Reviewed by: George Olshin, Division of Clinical Services, Southern Connecticut State College, New Haven, Connecticut.

Square Pegs Round Holes: The Learning Disabled Child in the Classroom and at Home.
Harold Levy, M.D. New York: Little, Brown, 1973. 250 pp. $7.50. Hardcover.

Square Pegs Round Holes is a book about learning disabilities (LD) written by Harold B. Levy for other doctors, parents of LD children, and for teachers. The forward to the book promises that "parents will find comfort and relief from feelings of guilt about their children who have specific learning disorders."

Part One covers the development of the concept of specific learning disability. The problem of terminology and semantic confusion is discussed, as well as normal and abnormal child growth and development. An overview of the disorders of activity,behavior, and thought, as well as the learning disorders of the LD child are described. Another chapter discusses the specifics of the reading process, and, finally, studies classifying the problem of dyslexic children are discussed.

Part Two handles the confusion that still exists in the area of LD and discusses the need for valid research. The author describes the divisions that separate the educational, psychological, and medical professions, which have further served to prevent comprehensive understanding of the learning disabled child.

The chapter dealing with the use of medications is a defense for the positive results shown by LD children when such medications are prescribed by knowledgeable physicians. The author's point is that LD children are biochemically different and that they require medication in order that they may function in a more acceptable manner.

The final part of the book discusses the need for teamwork if the needs of the LD child are to be met; and this team is to be comprised of the teacher, the parent and the physician.

The chapter describing the role of the teacher presents what must be an idealistic situation. When a regular teacher is well trained, knowledgeable about all facets of the LD problem, accepts the fact that children are LD, and that their specific problems can be identified then she can give the appropriate remediation. In addition, it is stressed that this teacher should understand the medical nature of the LD problem.

The chapter which discusses the role of parents again gives what must be the ideal relationship between the parent, the child, the teacher, and the physician. Specific recommendations are given by the author as to the most effective approaches that can be used by the parents in order to manage and educate their child. He also advises as to how the parents might better face the social implications of having an LD child. Finally, mention is made of the great importance of parents helping each other as individuals as well as through their parent organizations.

The last chapter discusses the role of the physician on the team. The author highlights what the interested physician can do for the LD child and his family, e.g., the need to discuss with the child questions which arise from the medication prescriptions. Mention is made of the unique role the physician can play because "the physician is an authority" and "carries all the prestige of his profession". Thus the physician can act as a counselor, and teacher to parents and teachers alike.

In conclusion he discusses some future directions for the LD child. These include identification of the LD child in kindergarten or first grade, a more individualized teaching approach, open classrooms, an understanding of the relationship between LD and delinquency, between LD and emotional disturbance, and the need for opportunities for the young adult to participate in educational programs after high school.

Suggested additional readings for the teacher, parent, and physician are listed, as well as the associations concerned with the LD child.

I believe that parents of LD children and physicians would be the best consumers for this book. Teachers of such children would find the information useful but there are more comprehensive texts which would help with the diagnostic and remedial approaches necessary for this complicated problem.

As is the author's privilege, he states his views forcefully, but there are many who do not share his enthusiasm for medications. He comes on a bit strong when he describes the "physician as an authority" who "... must act as a counselor, helping parents and educators alike avoid the mistakes so frequently made by the illinformed." If this is the physician's role in the parent, teacher, physician team, then he will have trouble with many teachers who may also believe they are authorities. When one thinks in terms of a team effort, an individual discipline must not appear to be more dominant than the others if we assume that all are well trained and experienced. No rationale is given as to why other professionals such as psychologists or social workers are not included in his team.

The whole issue of mainstreaming mildly handicapped children into regular classrooms is another area which relates to meeting the educational needs of the LD child and needs more attention. Here we will be faced with the need for greater coordination and cooperation of many disciplines and parents if the individualization of services to children can become a reality.

Reviewed by: George Olshin, Division of Clinical Services, Southern Connecticut State College, New Haven, Connecticut.

Stranger in the Family: A Guide to Living with the Emotionally Disturbed.
Claire Burch. Indianapolis: Bobbs-Merrill, 1972. 233 pp. $2.95. Paperback.

The purpose of this book, as the title suggests, is to provide information and guidelines for families who cope with the problems of an emotionally disturbed person in their family unit. If this seems a broad goal, the range of content is equal to it; Ms. Burch discusses problems ranging from childhood to senility, neurotic and psychotic disturbances, mental retardation, alcoholism, drug addiction, forms of treatment, terminology, available resources, and much more. It is the most comprehensive coverage of the topic this reviewer has seen.

There are many strong points in the text, but the most outstanding is the attitude Ms. Burch conveys: she is clearly an advocate for the distressed family. From the beginning, she attacks the notion that parents and other family members somehow are guilty of their relative's disorder. She writes frankly about hospitalization pro and con. She tells what to look for in a public or private facility; she describes factors in decisions regarding hospitalization (including the impact of the disturbing person on the family), and alternatives to total hospitalization. She explains various "brands" of psychotherapy and provides guidelines for selecting a particular type. There also is a great deal of practical information on how to cope with the daily problems of living with a behaviorally disordered person: where to set limits and expectations in terms of conduct and family responsibilities; how to handle difficult behavior; where to go for help. All are supplemented by realistic case vignettes. This information is accurate, relevant and, for the most part, useful.

The prodigious range of content also becomes the major weakness of the book. It covers too much, and depth often is sacrificed for breadth. For example, Ms. Burch has relatively little to say that specifically applies to children. Especially conspicuous by its absence is a discussion of how parents might relate to school personnel, the rights of parents with respect to school placement, receiving feedback and test results, and the like. Special education is presented in some detail in the chapter on mental retardation, but for the most part, the author confines her discussion of treatment to psychotherapy. (A notable exception is the accurate description of Project Re-Education residential schools.) The net result is relatively spotty coverage of topics that deeply concern parents of disordered children.

To a lesser extent, this same lack of detail characterizes the author's approach to other topics as well. The discussion of behavioral therapy is confined to Pavlovian conditioning, while operant conditioning and other forms of in situ treatment are virtually ignored. A family could easily get the idea that office therapy or hospital treatment are the major available options. Similarly, in her chapter on mental retardation, Ms. Burch overlooked perhaps the major resource--at least for parents--The National Association for Retarded Children.

This reviewer also was troubled by the theoretical stance taken. The author admits to a loose adoption of the medical model, primarily for the sake of convenience. However, her frequent use of terms like "sick," "illness," "neurotic," "psychotic," "schizophrenic," caused me some distress. Moreover, while psychiatric labels are described as a convenience for communication among professionals, psychiatric syndromes are presented as though they represented homogeneous clinical entities, which is misleading, to say the least. In view of the established unreliability of psychiatric diagnoses, especially applied to children, one questions Ms. Burch's advice to first obtain a diagnosis to "....find out how disturbed the child is" (p. 62). In short, while the author may have a learned perspective regarding the various "models of madness", it is doubtful that her readers would have the sophistication to follow her logic. Consequently, the book comes across as strongly supportive of the medical or disease model. In the reviewer's opinion, what is needed is a much more skeptical attitude toward this position, particularly where children's behavioral disorders are concerned. Parents should be made aware that time and maturation work as well as most forms of conventional psychotherapy (Lewis, 1965).

In summary, _Stranger in the Family_ covers a lot of ground. It contains some highly useful information on resources and services available to families, how to evaluate these and where to look for them. The sheer volume of information presented, however, tends to obscure the fact that some topics receive rather cursory treatment. In sum, the reviewer does not feel that this is the best book available in this area. In general, I prefer Alan Ross' _The Exceptional Child in the Family_ (New York: Greene and Stratton, 1964). I would, however, recommend this text to any family considering hospital placement, or to a parent experiencing strong guilt feelings for having produced an "emotionally disturbed" child. For these purposes, _Stranger in the Family_ has no equal.

Reviewed by: C. Michael Nelson, Department of Special Education, University of Kentucky, Lexington, Kentucky

Teaching Children with Behavior Disorders: Personal Perspectives.
James Kauffman and Clayton Lewis (Eds.). Columbus, OH: Charlis E. Merrill,
1974. $9.95. Hardcover.

As a "personal perspectives" component of the Merrill Press series, this is indeed as delightful a book to read as William Cruickshank declares it to be in the foreword. The list of contributors has the quality of a scaled down "Who's Who" in behavior disorders and the introspectiveness so willingly shared by the authors has the effect of providing on the line teachers with the opportunity to identify with those who helped shape the field.

In his introductory chapter, Lewis provides a succinct chronology of the developmental milestones in the movement toward providing child centered and education based service to disordered children. Individual contributions to the field are covered in subsequent chapters by such teachers and leaders as Berkowitz, Fenichel, Haring, Hewett, Hobbs, Long, Morse, Rothman, Whelan, and Kauffman.

Kauffman and Lewis have styled the book so that it provides a real service to readers. Each author and his professional activity is highlighted in a way that is unassuming and clearly revealing to the reader who wants to know the person more intimately and readers will put the book down knowing a good deal more about the personal side of special education leaders.

Have you ever wondered what kind of teachers some of the authors were? Some remarkable insight is afforded the reader as Berkowitz discusses the teaching of reading based on clues she gleaned from the Bender Gestalt figures as well as other instruments. "For some children with reading disabilities, particularly those who perceived the Street figures (Street, 1931) with greater ease when they were presented white on black rather than black on white, I taught reading using white chalk on black construction paper." Similarly, Hewett describes feelings familiar to all teachers as he recalls his early errors in planning and thinking of ways to develop motivation in students. Long's recollections of his interactions with disturbed children will bring a wry smile across the faces of many teachers and the description of teaching children in iron lungs will cause the reader feelings that need no elaboration. Morse's comment, "Never ask that a therapy camp run smoothly; just ask that it run," will have special meaning for those who have organized camp programs for disordered children. This is a book with which practicing teachers and administrators can readily identify.

There is the inevitable reference to the rightness of community based and mainstreamed treatment programs with the also inevitable unanswered questions of the effect of maintaining a youngster in the environment which played a part in causing his problems in the first place. The right to an education for all children, handicapped or otherwise, also receives emphasis which for all but the novice may have an elementary and, perhaps, at times, a simplistic ring. However, specifics and rationale for structuring learning environments are available beyond theorizing and at the actual point of implementation. Fenichel and Haring provide some of those specifics for the practitioner, while Hewett makes a strong call to respect the teacher whose subjective use of technology makes the art of educating children a viable process.

Hobbs makes reference to the principle of "Just Manageable Difficulties," the knack of selecting those situations in life which one can manage. One just barely manageable problem is alluded to by Berkowitz, Haring, Hobbs and Long: that of teacher preparation and of special education leadership in education. The notion of the need for more indepth and far reaching experiences, more articulated course preparation, and needs for specific competencies is a pervasive one. Morse makes reference to finding new ways of teacher preparation and Long suggests that the five areas of competency forming the core of the Montgomery County, Maryland, public school training program could well serve as a national model. Teacher training clearly is one "just manageable difficulty" on the minds of all forward looking special educators and one which might have been developed a bit more.

In every special educator there lies a bit of the stuff of Rothman who so articulately describes those early experiences in childhood and professional life which give the teacher that extra edge for understanding disordered children. All of the contributors to Perspectives seem to understand children, teachers, programs, and future needs. Whelan may be right when he says, "As a rule, educators do not plan to fail; they just fail to plan." Certainly, the experiences of these contributors has put them in a frame of mind for a future planned to change for the better the lives of disordered children.

Reviewed by: Louis P. Messier, Division of Special Education, College of William and Mary, Williamsburg, Virginia.

Teaching Learning in the Preschool.
Marion Blank. Columbus: Charles Merrill, 1973. 324 pp. $4.95. Paperback.

"Putting words into the mouths of babes" might have been the subtitle of this book which interweaves theory and practice to describe an individual tutorial strategy for preschool education. The audience is not described, but can be inferred from the author's rationale for the structure of the book "...impetus for renewed dialogue between educators and psychologists..." (p. vi). The book is likely to be of most interest to university personnel interested in preschool education and education of disadvantaged children, and to teachers of preschool age children.

The book contains two sections. The first states a rationale for the program model, and describes the strategy for enhancing dialogue between teacher and child. The second section lists teaching strategies, attempts to suggest when a strategy is or is not applicable, and describes a method for coding teacher child interactions.

The intervention strategy is described as an implied Socratic dialogue (p. 29) in a tutorial setting. The intent of the tutorial program is to teach an abstract attitude to poorly functioning children. Antecedents for the program appear to be derived from observations of children's difficulties with language and from a cognitive psychology orientation. The content of the book addresses itself to the learning of language and concepts. Discussion touches briefly the literatures of thought, language, and concept formation, e.g., Luria, Vygotsky, Piaget; on the Chomsky view of linguistic development; and on preschool education, e.g., Bereiter and Englemann. The focus of the book, however, is on the structure of a teacher child interaction.

This is a book about teaching complex language concepts to disadvantaged kids, although the author of the book is likely to take umbrage at this interpretation of her work. However, the goal of the program and the target population are defined so loosely that this, or any other reasonable statement, is possible. While Blank acknowledges the weaknesses in a phrase such as "abstract attitude" (p., 10), she provides little to define the term. The following referents seem to indicate what is meant: "the self-initiated aspect of the well-functioning child's intellectual activity" (p. 10), "motivation and quest [to reason abstractly]" (p. 11), "the natural attitude or set that impels well functioning young children to think about the why and how of their world" (p. 302). Other referents such as "sustained, sequential thinking,"and "processing novel cognitive demands" lead the reader to infer that the terminal goal of this intervention strategy is something like complex concept development. Similarly, Blank makes no attempt to specify behavioral attributes or poorly functioning children, or to contract them from "well functioning" children, nor is it clear whether her intervention program is applicable to all children or only to poorly functioning children.

The Socratic dialogue is well illustrated. Protocols show differences between effective and ineffective teacher performance, and between responses of children with poor and with well developed language systems. They show the manner in which a child's verbal behavior is directed by the teacher to critical attributes of the content of the interchange. The book is strongest where it presents specific examples of appropriate and inappropriate teacher responses to specific categories of a child's performance and weakest where it discusses interpretations of the "why" of a child's response. When one deals with internal events such as mental sets, (the reviewer would caution) there is an infinite number of interpretations of child performance.

Different audiences are likely to form widely different opinions of this book, depending on what they expect to find in it. The book is seen in its best light as a description of the manner in which a teaching strategy evolved. Blank is straightforward in acknowledging the weakness of her "abstract attitude," in stating that the rationale for the program is based on presently untested assumptions and in describing her attempts to code teacher child interactions as rudimentary. Her objections to programed instruction, errorless learning, and forced response language instruction (the Bereiter-Englemann approach) are not likely to be taken seriously by experts in those areas. Teachers who attempt to use her teaching suggestions will find the going somewhat circuitous, but will find worthwhile ideas for improving instruction, e.g., the benefits of individual instruction, analysis of the complexity of language, better ways to handle incorrect responses, and attention to precise analysis of teacher child interactions. Educators are likely to be somewhat uncomfortable with a teaching program which does not state specific behavioral objectives, does not start with a specific goal in mind, and attempts to teach something as amorphous as an internalized system of representation. Those interested in teaching concepts will find more succinct instruction elsewhere. Those who wish to learn about a different approach to enhancing language function in preschool children will find the book interesting and informative.

The book is the product of long term research and training activities; as such, it merits consideration.

Reviewed by: James W. Tawney, Programmed Environments Project, University of Kentucky, Lexington, Kentucky.

They Can Make Music.

Philip Bailey. Fairlawn, NJ: Oxford University Press, 1973. $5.95. Hardcover.

Philip Bailey has written a book to help teachers to "make music" with their children who have special needs. He does help in many ways: by citing specific cases and describing how music is experienced, Mr. Bailey opens doors to other areas and new experiences. *They Can Make Music* is a book which offers many suggestions, including musical games and instruments developed for children with specific handicaps.

However, I found Mr. Bailey's use of language and labels of the specific disabilities old fashioned. For example, he uses such terms as "mentally sick," "subnormal," and "low grade children." I suspect that his use of such terminology does not arise from malintention, but is simply a product of his generation and cultural influences. But it does rub against the grain!

He appears to be aware of the value and basic need to move, but yet speaks about dance in wheel chairs in a minimal way. I believe he would be able to elicit more music from the children he describes as being "subnormal," if he understood both the primitive need to dance and its therapeutic value; more sounds and music from severely handicapped children would be forthcoming. With a deeper appreciation of the values of dance, the music and the sounds coming from the children would be a richer and more satisfying experience for them.

However, he is a musician. He is a man of good intention and ability; he does care and offers information to those people seeking ways of adapting his suggestions to their needs and developing a program for children with special needs to make music. Who can find fault with that? An imaginative teacher with some musical background could adapt many of his ideas to great advantage.

Reviewed by: Norma Canner, Lesley College Department of Expressive Therapies, Cambridge, Massachusetts. Department of Child Study, Tufts University, Auburndale, Massachusetts.

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Token Reinforcement Techniques: Classroom Applications for the Hard-to-Teach Child.

H. M. Walker and N. K. Buckley. Eugene, Oregon: E-B Press, 1974. 225 pp. $5.95. Paperback.

.In Chapter One of this extremely useful book, the authors describe the still too familiar case of a newly certified teacher whose first teaching assignment is "an adjustment class" made up of underachieving, acting-out students. After unsuccessfully experimenting with the limited repertoire of motivational techniques she acquired during her teacher training program, she finally seeks training in how to implement a token reinforcement system in her classroom and consequently is able to salvage a seemingly disastrous situation.

The major purpose of this book is to provide educators in similar dilemmas with a step by step, empirically supported approach for implementing a token reinforcement program. The first half of the book is devoted to specific classroom procedures and rationale, and the second half thoroughly describes the research foundation underlying the utilization of a token system.

The major strength of the book lies in the authors' explicit and easy to read description of how to deal with the "nitty gritty" of a token reinforcement program: arrangement of the physical environment, recording systems and materials, selection and exchanging of tokens, parental involvement, and pupil involvement in designing the program.

In the closing chapter, the authors discuss the much neglected problem of how to return the child who has been involved in a structured classroom to the regular classroom while maintaining the gains that he has made. The data and procedures described are both encouraging and useful for achieving this important facet of special education. This information makes this book a must for educators planning to help teachers prepare for the mainstreaming of learning handicapped students.

Self tests are provided for each unit of instruction in the first section of the book to give reader feedback on his/her progress. (For some reason the tests are all in one section of the book rather than at the end of each unit which would have increased the likelihood of their use.)

Although many educators who read this book may give less attention to the research foundations chapters than to classroom procedures chapters, the authors should be commended for describing the replicable research investigations that support the procedures being recommended for classroom use.

Reviewed by: Judson H. Taylor, Department of Education, California State College, Dominguez Hills, California.

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Training Retarded Babies and Pre-Schoolers.
Thomas F. Linde and Thusnelda Kopp. Springfield, Illinois: Charles C. Thomas,
1973. 180 pp. $12.75. Hardcover.

Training Retarded Babies and Pre-Schoolers offers a basic behavior modification program for children from birth to age six. Parents can follow the program systematically at home or in conjunction with a training center. Linde and Kopp point to the parents' love for their child and stress the need to plan and organize so the child can learn self help; perceptual, motor, and language skills; group interaction; and discipline. As a point of interest, the authors seem consciously to avoid using the term "behavior modification" throughout the book.

Their program consists of the four C's: choosing the activities you wish the child to learn or unlearn (and Linde and Kopp supply a multitude from which to choose); establishing baseline data by counting and charting the child's responses; and training the child by changing your behavior when the child performs the task as directed. This is done by giving the child a tangible reward (usually food) as well as verbal praise.

Intended primarily for parents of retarded children and teacher aides at training centers, Training Retarded Babies and Pre-Schoolers is written in very simple language. The book jacket reveals that the book was meant to aid the general practitioner or pediatrician in helping to serve the mentally retarded babies in his care. It seems to me that this book is too elementary and redundant for the experienced professional, but perhaps, despite its inappropriateness for them, doctors would pass the book along to parents. One of the disappointments in the book is the almost bible-like quality in which the authors seem to envelope their book. The flexibility they mention does not come across as being genuine;

they seem to want parents to view their book as a second Dr. Spock book, this one being the text on raising retarded children.

The authors have spent the bulk of their book explaining activities and techniques to use in trying to shape and change the child's behavior. There are many sound tips throughout these sections and while it is at times repetitive, it conveys the work involved in teaching a severely handicapped child.

The authors are very sensitive to the fact that most parents or paraprofessionals would be hesitant to begin the intensive, consistent work that this behavior modification program entails. Consequently they are very supportive of parents' ability to carry out the program as delineated. They stress to parents the hope for their children if they are loved and trained properly by this method.

The material presented is well thought out and probably would result in changing the behavior of retarded children. There is no doubt that such a book is what many parents need--a vehicle by which to progress and to measure the progress they and their child have made. But a question remains in my mind: despite Linde and Kopp's persuasion, how many parents would really go about the program to the degree and extent the authors imply is necessary? I, for one, feel modification of the program would still produce good results, but it is my hunch most parents reading the book would be scared away.

Reviewed by. Carol S. Schur, Psycho-Educational Infant and Pre-School Nursery,
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What to do About Your Brain-Injured Child or Your Brain-Damaged, Mentally Retarded, Mentally Deficient, Cerebral Palsied, Spastic, Flaccid, Rigid, Epileptic, Autistic, Athetoid, Hyperactive Child
Glenn Doman. Garden City, New York: Doubleday, 1974. 291 pp. $7.95.
Hardcover.

Although variance exists in the estimation of incidence of birth defects which may fall into categories such as brain damage, neuromuscular disorders, and cerebral palsy, the number is agreed to be uncomfortably high. If one recognizes that a handicapped youngster does not live *en isole*, a handicapped child, therefore, must be thought of as residing within a handicapped family. With the relatively high incidence and concomitant conflicting reports concerning treatment procedures for this parameter of the population, some authoritative source on help for such children is almost mandated. Such a resource should most definitely be directed to the primary caregiver of the child, the parent.

A review of *What to do About Your Brain-Injured Child, or Your Brain-Damaged, Mentally Retarded, Mentally Deficient, Cerebral Palsied, Spastic, Flaccid, Rigid, Epileptic, Autistic, Athetoid, Hyperactive Child* reveals that it meets only some of the needs of parents handling the birth and development of a disabled child; in fact, it falls far short of the ideal.

It is noteworthy that in discussing the multiplicity of dysfunction encountered with these children, the author alludes to normal growth and development. Thus parents may come to realize that their child is not simply aberrant, but rather may suffer from arrested development in one or more modalities, which may or may not be remediable. In the discussion of brain injury, Doman makes it rather clear that brain insult is more prevalent than suspected by the average person, and it is the degree and location of the injury which makes the difference. The author, however, overstates his point when he suggests that "it is extremely likely that we can count every human being as brain injured, at least imperceptibly" (p. 230). A brief lesson is also delivered by Doman concerning the manner in which dysfunction may result. It is noted that in many cases the cause for the dysfunction resides within the central nervous system, and pure physical or occupational therapy procedures will not correct the problem. However, in a subsequent discussion of the "patterning" procedures, little more than physical and occupational therapy is discussed. The explanation that either sensory or motor disruption may result in the observable disability is made clear to the reader, and is generally described in easily understood terms.

The use of certain vocabulary is misleading. For example, the term "feel" is substituted for the more accurate term "touch," and may have rendered a more emotional connotation rather than the intended physical meaning. The term "cybernetic loop" receives repeated referral and may have intimated to the non-technical audience an actual neurophysiological connection. The author justifiably and commendably refers to means of obtaining discipline of the child. He notes praise as the most desirable, and coersion as least desirable, separated by a continuum of intermediate measures. Yes, indeed, the handicapped child, as the non handicapped child, must respond to the requirements of society! It is also pointed out that the answer to many of the problems of the child reside with the parents. It is further made clear that almost no professional people talk to mothers, who are the source of vital information regarding their child. While using parents' involvement is again noteworthy, strict adherence to certain schedules prescribed by Doman may do more harm than good to the already handicapped family.

It might be suggested that certain areas of discussion within the text should have been presented in a somewhat tempered style. Repeatedly, allusion is made to four stages of development in all sensory and motor areas. These four stages, divided according to the "level of the brain" which controlled them are discussed under locomotion, and are reiterated in the areas of hearing, vision, tactility, ad infinitum. It is not made clear that this is the construct under which the author is operating, and may not be necessarily acceptable to other professionals or institutions handling similar problems. While it is realized that one espouses his own particular school of thought, more care should be exercised when directing information of an extremely controversial nature to a non technical population which is vulnerable to charlatan tactics.

Other misleading statements and concepts are rendered by the author. For example, constant referral is made to the amount of stimulation which a child is receiving in a particular sensory modality. While it is true that frequency, intensity, and duration of stimuli are controllable parameters, it is not true that all children require extreme values of each. While the hard of hearing may require greater intensity of auditory stimuli, and certain visually impaired cannot perceive small objects, this is far from covering the spectrum of disorders of sensation. Sensory "overloading" is also a tenable hypothesis, the reason for which explains why a child tunes out the environment. These alternatives are not presented to the reader, and "overstimulation" appears to be commodity of choice.

The author also finds it his responsibility to reduce all areas of brain dysfunction to three simple categories which consequently result in three groups of children: "the deficient child, the psychotic child, and the brain injured child" (p. 224). The reader is instructed that the deficient child "was not intended by the Good Lord or nature to have a good brain" (p. 225), but are "nice children". The psychotic child has an "improperly programmed" (p. 226) brain, and the "brain-injured child" was intended by nature to have a good brain but had something happen at some time after the instant of conception that hurt that good brain (p. 226). The plethora of these terms introduced by Doman, along with their misconceived explanations does a great deal more to mislead the reader than to inform him. In similar light, terms such as premature and post mature are referred to as children who were "simply not done" (p. 231), and "too done" (p. 232), respectively. Doman further suggests that "Patterning in a sense is a sort of closed brain surgery" (p. 180). This is a completely inappropriate analogy to make to parents seeking a means of correcting what may be essentially not correctable. While functional ability may be increased in certain cases, patterning does not remove lesions of the brain.

The danger here is that certain procedures are presented to parents in such a laissez-faire manner, and without precautions to their inappropriate use, that they may be interpreted, in a cook book fashion, as prescriptions for helping children, no matter what the problem. This feeling is encouraged and is further reinforced by the broad spectrum antibiotic entitled, "What to do About Your Brain-Injured Child, or Your Brain-Damaged, Mentally Retarded, Mentally Deficient, Cerebral Palsied, Spastic, Flaccid, Rigid, Epileptic, Autistic, Athetoid, Hyperactive Child.

Reviewed by: Ellis I. Barowsky, Department of Curriculum and Teaching, Graduate Program in Special Education, Hunter College, New York, New York

Who's Minding the Children: The History and Politics of Day Care in America.
Margaret O'Brien Steinfels. New York: Simon and Schuster, 1973. 281 pp.
$8.95. Hardcover.

Margaret O'Brien Steinfels, an historian, has provided a lively and easy-to-read book on day care. It is based upon her extensive readings and visits to "thirty-five centers and ten to fifteen family day care homes in different parts of the country" (p. 91). The major strength of the book lies in the variety of conceptual categories she provides for understanding day care.

Day care may be understood through examining the groups interested in it and their goals. Welfare reformers inside the government and out of it, early childhood educators, and women concerned with liberation, are the major groups pressing for day care. Over a period of time, within each of these groups, at least three major attitudes toward day care can be discerned: day care as "patchwork" to shore up a failing family; day care as "realization", to provide greater opportunities for self-development for mothers and children; day care as "utopia", part of a scheme for radical social reform.

Day care may be understood through its history. From its origin in the early 19th century, through the rapid industrialization and urbanization of America, the influxes of immigrants and the wrenching poverty in the crowded cities--all these disrupted family life and child rearing. In those days, day care operated as a service for families whose mothers had to work, or otherwise could not take care of the children.

The early day nurseries took children of all ages. As modern psychological concepts grew, and specialization and professionalization in education and in social work developed, the nature of the care and the target population were adjusted to suit the needs of the professions. The nursery school teachers wanted children old enough to teach, while the Freudian oriented social workers increasingly looked upon day care as part of a syndrome of familial maladjustment, rather than an aid to families wanting to improve their lives.

By the end of the 1920's, with the decrease in immigration, with the decline in feminism, with the decline in interest in progressive reform, and with the economic expansion of the mid-20's, day nurseries were generally neglected by their upper class patrons, and by public funding. The depression years brought a resurgence of interest, and federal and state funds were spent on day care centers which could supply jobs to teachers, nurses, clerks and others out of work. After the WPA programs faded, the next great impetus to the growth of day care centers was provided by the need for labor during World War II. With Federal and State funding, by July 1945, a million and a half children were in day care.

After World War II, the Federal government ended its involvement in day care. This was ill-timed, for in fact, the labor force participation rates of women increased steadily following World War II. In 1940, one in eight mothers worked, and by the end of the 60's two in five worked.

During the 60's attitudes about day care began to change again. Among the reasons Steinfels cites is the renewed emphasis on early childhood learning; this has lent respectability, justification, and purpose to the day care movement. The Women's Liberation movement, powered by the huge number of women in the labor force, has made day care one of its major goals.

From the beginning, a variety of criticisms has been leveled against day care. It will loosen family ties, it will lessen the parents' feeling of responsibility for children, it will encourage mothers to work, and thus depress male wages. Steinfels responds that the question is not whether America should have day care; we already have it. The question is rather the quality of the day care we should have. She argues that since mothers are working, since the concept of sex roles for both men and women is changing and expanding, children will be better served by having much more and much better day care than they now receive. She concludes her book with guidelines to help in the search for answers to the complex matter of day care, and she expands the concept by asking the reader to consider a variety of ways of caring for children of all ages, in addition to family-arranged, privately financed methods.

The book is well worth reading for the overview of the history of day care from the beginnings to the present time, for the presentation of the variety of goals of day care, for the description of the political issues involved in the Comprehensive Child Development Act and for the discussion of the relationship between day care and the family as an institution in society.

Steinfels' lengthy description of day care services, while interesting and informative, is not as systematically presented as the ideas in the rest of the book. The title is somewhat of a misnomer. While the author provides an overview of the history of day care, from its beginnings, the politics of the movement is chiefly confined to a description of the Nixon administration's handling of the Comprehensive Child Development Act. Such flaws are not serious, for Steinfels covers a good deal of material in very good style. The book is well referenced, and includes an excellent, extensive bibliography.

This work should be useful for introductory courses for day care professionals and social workers. It places the day care question into a larger perspective for people interested in the question of new roles for women. Finally, for a lay audience it provides absorbing, thought provoking reading on a topic of importance to anyone who lives in a family, is interested in the family, or is concerned with the future of our society's children.

Reviewed by: Adeline Levine, Department of Sociology, State University of New York at Buffalo, Buffalo, New York

Windows on Russia: A Report of the United States-USSR Seminar on Instruction of Handicapped Children.

James J. Gallagher (Ed.). Washington, D.C.: Government Printing Office, 1974.
118 pp. $1.60 Paperback.

On November 25, 1972, a delegation of American leaders in special education, early childhood education, and speech entered the Soviet Union for a whirlwind tour of facilities and programs serving handicapped children. What they found was a system of programing which is "matriarchal, authoritarian, and communal" (p. 3). Women constitute the vast majority of teachers, professors, and researchers (the Soviets call disability related researchers "defectologists"). Through a centralized educational system, several research and development policy making bodies chart programs at the national level, including teaching and therapy methods, curricula, and texts for dissemination to local communities. The centralized and seemingly uniform nature of the system is, however, mitigated by attention to regional need to accommodate materials to cultural experience as well as to language differences. The communal organization of services, another emphasis that emerged from the Americans' visit, has meant heavy reliance upon residential and (what we have come to call) segregated services. Only in early childhood programing can there be found a significant degree of special programing for handicapped children in typical settings.

In view of our American preoccupation with questions of deinstitutionalization and mainstreaming, it will surprise no one that during ceremonies which marked the Americans' departure from the Soviet Union, leaders within the Institute of Defectology suggested an openness to reevaluating sharing information on the integration/segregation question: "If we were to discuss this question, I would say that in the past we had some experience with integrating handicapped children into the normal schools and it was not effective. This was in an earlier stage, the 1920's and 30's. Now we are in a new stage of education and science, with new opportunities, so now we can return to this question to study what each country has that is useful" (p. vii). The Soviets also expressed considerable interest in future collaboration and inquiry concerning issues of testing, diagnostic methods, and strategies for manual deaf education.

Yet the truly exciting content of Windows on Russia concerns not so much these Soviet responses to issues that have been controversial in America but rather those essential themes and components which make Soviet special education and research different from our own.

What do we learn from "defectologists" in the Soviet Union? The Institute of Defectology includes five main areas or categories for study and education: Abnormal Children; Visually Impaired Children; Intellectual Disorders; Auditorially Handicapped Children; and Speech Disorders. Social retardation and behavioral disturbance exist neither as research nor education areas, apparently because such concepts are "incompatible with the ideological system of the Soviet Union." Some children have, however, been labelled "developmentally backward," a term applied to children with problems that we generally call learning disabilities. Further, the Soviets regard spelling and writing problems as speech related and, so, such matters are dealt with by the speech specialists. As the Soviets' term "defectology" so clearly implies, the Russian model assumes that all disabilities, including all recognized forms of retardation, are organically based.

Research tends to follow a case study design, usually clinical and often applied. The Americans report that while Soviet colleagues have considerable expertise in experimental design and statistical methods, the Institute of Defectology has not emphasized these approaches. It was found too that Soviet scholars are more interested in the equivalent of competency based testing as opposed to more global I.Q. style assessments. This of course fits with the strong Soviet commitment to continual engagement in curriculum development and thereby to translate research findings into practice. The theory to practice theme has its origins in Marxist ideology.

Epidemiology has not been a priority for Soviet scholars and, as a consequence, data are unavailable as to the incidence of disabilities. We do learn from this report, however, that the goal for the end of the current five year educational plan (December 1975) was to have 425,000 children enrolled in special programs. That figure represents 1% of all school age children. One would think that better incidence data will be available in the near future, especially in view of the fact that all parents of newborn children take their babies to diagnostic centers (polyclinics) sixteen times during the first year of life. If abnormalities are found, parents are offered the opportunity to enroll their children in special nursery and kindergarten programs. 'During the last preschool year the child is seen by the diagnostic team involving psychoneurologists, defectologists, logopedists, and other appropriate physicians or specialists" (p. 9), and may then be referred to a special commission for special programing and placement by the regional educational authority.

Special curricula vary for each area of disability, but all have the common features that they relate directly to children's real life environments and attempt to involve children through levels of development, play with objects, and dramatic role playing. Teacher training programs offer courses in these skill areas, as well as other liberal arts topics, including the study of Marxism and Leninism. Teacher training candidates must have had previous practical experience in teaching children, and they receive regular opportunities for practicum placement during their years in the University.

Windows on Russia presents so many interesting revelations about Soviet special education that one can hardly resist the desire to further this investigation with additional investigation, perhaps first hand. What, for example, are the implications of the policy to prohibit school children's "social advancement" apart from academic accomplishment? Is the Soviet economic and political system particularly adaptable to the policy of paying disabled adults equal wages for manufacturing work? These and many other questions still deserve our attention.

If one can find any serious criticism with this illuminating report, based on an admittedly brief visit to Russia, it is that we are afforded too little insight into the delegation's personal experiences. As anyone who has examined crosscultural issues first hand will know, one often learns the most about a society and its policies and practices from those incidents where a question seems strangely irrelevant to the visiting or host group, from particularly humorous events, from experiences at informal meetings with ordinary citizens of another country, and from popular media accounts. Only the final chapter of Windows on Russia makes explicit reference to a personal perspective on the trip. And here we gain some insights into the concerns of people with disabilities. Here we see that the history of Soviet development over the past forty years has not given priority to research into children with disabilities until recently. And here we learn that most citizens know little about disabilities. Yet one is left with additional and essential questions that might emerge from a more personal, culturally oriented investigation. How do the Soviets explain the predominance of women in special education and research? How does Marxist ideology influence the field of special education and research? How do students conceptualize the relationship of ideology, research, and teacher? If Soviet society has created a competitive educational system that emphasizes personal excellence, especially in scientific fields, what impact has this had on the value placed by educators and citizens on persons who cannot or have not excelled intellectually? Is social cooperation a powerful enough social value in the Soviet Union to make normalization and integration in future years a logical course of development?

These are just a few questions that emerge from reading Windows on Russia. It is as if we have given our curiosity just a quick taste through this whirlwind visit, and have opened up a panorama of scientific, cultural, and political questions to be answered, it is hoped, through continued Soviet-American exchanges. To all who have a concern for international perspectives and practices in the field of exceptionality, Windows on Russia provides impetus for curiosity and reflection upon our own culture, its policies, and its practices.

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